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ABSTRACT

The annotated bibliography contains approximately 1,000 citations (1975-1981) dealing with attitudes related to disability. In addition to a brief annotation, entries include information on author, title, source, date, and pagination. Citations are classified according to the following topics: specific disabilities (cardiovascular impairment, cerebral palsy, epilepsy, hearing impairment, learning disabilities, mental illness, mental retardation, mobility impairment, visual impairment); attitudes of disabled persons/adjustment to disability; of family members; of educational professionals/attitudes related to education; of employers/attitudes related to employment; of legal and law enforcement professionals/attitudes related to law; of medical and mental health professionals; of rehabilitation and social work professionals; of children and adolescents; of the general public; specific intervention strategies/programs for inducing attitudinal change; theories related to attitudinal development and change; and instrumentation for measuring attitudes. (CL)

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Attitudes & Disability: An Annotated Bibliography

1975-1981

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August 1981

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Attitudes related to disability have received much attention in both consumer and professional literature. For the purposes of this annotated bibliography, the entries are limited to articles and books published from 1975 to 1981.

The annotations are divided into a number of major categories for easy reference. Publications that deal with more than one topic area are cross-referenced. For example, if an article addresses the issue of attitudes of educators toward the mainstreaming of deaf children, a citation can be found under the heading, "Hearing Impairment" and also under "Attitudes of Educational Professionals." The full annotation will appear only in the earlier section.

Some of the annotations included in this bibliography are from Psychological Abstracts. These annotations are indicated by the abbreviation (PA) following the abstract. Articles which are not written in English include this information in the citation immediately following the title of the article, according to the format of Psychological Abstracts.

Other contributors to these annotations are Sophia Panieczko Chipouras and Debra A. Cornelius.

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ATTITUDES RELATED TO SPECIFIC DISABILITIES

CARDIOVASCULAR IMPAIRMENT

Anderson, T.P., & Kottke, M.D. Stroke rehabilitation: A reconsideration of some common attitudes. *Archives of Physical Medicine & Rehabilitation*, 1978, *59*(4), 175-181.

A discussion of some of the common myths which may negatively affect successful rehabilitation of a person who has had a stroke. These myths include: 1) Rehabilitation efforts should be minimal for persons who have had strokes (because they usually do not live long enough to benefit from it, because nothing can be done for someone who has had brain damage, etc.); 2) It is best to keep the patient quiet and somewhat isolated at first; 3) People who have had strokes are not concerned about their sexual functioning; 4) If the patient has difficulty comprehending spoken language, he/she will have difficulty in rehabilitation training; and 5) Speech therapy is a futile effort with stroke patients. In addition, there is a discussion of misconceptions related to the more physiological effects of a stroke.

Brown, J.S., & Rawlinson, M. Relinquishing the sick role following open-heart surgery. *Journal of Health and Social Behavior*, 1975, *16*(1), 12-27.

A discussion of an individual's tendency to relinquish the sick role as "intimately associated with the speed, completeness, and ease of the recovery process." The study revealed that five factors were particularly important in determining the patient's tendency to abandon the sick role after surgery: depression, pre-operative tendency to reject the sick role, duration of illness prior to surgery, age, and sex. A semantic differential was the instrument used for assessing persons' self-perceptions.

Cornelius, D.A., Ed. *Barrier awareness: Attitudes toward people with disabilities*. Washington, DC: George Washington University, 1981.

A book which incorporates information from the first ten booklets in the Barrier Awareness series. The book addresses attitudes toward persons with a variety of disabilities (hearing impairment, visual impairment, mental retardation, hidden disabilities, and mobility impairment) as well as attitudes in general toward disabled people. There is a brief introduction which discusses the "disabled community" and the concept of attitudinal barriers. This is followed by information on attitudes which is presented in a myth/fact, and applied scene format. Each section concludes with suggestions on ways to reduce attitudinal barriers in interactions between disabled and nondisabled people. A listing of resources for further information is included.

Cornelius, D. Inside out. Washington, DC: George Washington University, 1980.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet addresses attitudes toward persons with hidden disabilities (e.g., cancer, epilepsy, diabetes, ostomy, lung disease, kidney failure, hemophilia, heart attack). There is a brief introduction which deals with attitudes in general toward people with hidden disabilities, followed by a section on myths and facts related to hidden disabilities, and a section of scenes demonstrating the effects of attitudes on situations encountered by persons with hidden disabilities. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions with people who have hidden disabilities. A listing of resources for more information on hidden disabilities is included.

Fitzpatrick, T. Functional, social, and vocational assessment of surviving persons with documented complete stroke in the Boston University-Framingham stroke study. Report #9, Nov. 1971-Oct. 1976, Tufts University Research & Training Center-7.

A report on a research project which, in part, assessed the Activities of Daily Living, social, and vocational status of stroke patients. Findings indicate that increased dependency and lifestyle changes were more frequent among stroke survivors than their stroke-free controls, and were more prevalent in women.

Jenkins, C.D. Recent evidence supporting psychologic and social risk factors for coronary disease. New England Journal of Medicine, 1976, 294(18), 987-994.

Reviews literature since 1970 on empirical research dealing with psychologic, social, and behavioral factors associated with risk of coronary disease. The following categories are examined: sociologic indexes, social mobility and status incongruity, anxiety and neuroticism, other reactive characteristics, life dissatisfactions, and interpersonal problems. Emphasis is on psychosocial variables that have not been shown to be secondary to standard risk factors. (R. Hall) (PA)

Jenkins, C.D. Recent evidence supporting psychologic and social risk factors for coronary disease: Part II. New England Journal of Medicine, 1976, 294(19), 1033-1038.

Continues a review from the previous issue, discussing literature concerning stress and life change and coronary-prone behavior patterns. It is concluded that the data reaffirm the measurability of the psychosocial risk factors and the validity of their relation, in certain instances, to coronary disease. It is noted that anxiety and depression, interference with sleep, Type A behavior, and perhaps exaggerated blood-pressure response to the cold-pressor test all are consistently related to coronary-disease risk by research of various types. (R. Hall) (PA)

CARDIOVASCULAR IMPAIRMENT (Cont.)

Oradei, D.M., & Waite, N.S. Admissions conferences for families of stroke patients. Social Casework, 1975, 56(1), 21-26.

A description of the stroke unit at a Connecticut VA Hospital and the emphasis placed on family involvement in the emotional and social aspects of treatment, rehabilitation, and discharge planning. Case studies are presented and family conference procedure is explored. The authors recommend a family conference soon after admission to improve staff-patient-family rapport and service delivery.

Perlman, L.G., Ed. The role of vocational rehabilitation in the 1980's serving those with invisible handicaps such as cancer, cardiac illness, epilepsy. Washington, DC: National Rehabilitation Association, 1978.

A collection of articles dealing with the role of vocational rehabilitation service providers in reducing barriers and in improving socialization of people with invisible disabilities. Primary focus is on cancer, cardiac illness, and epilepsy, although the information generalizes well to other hidden disabilities. Of major concern in these articles is the impact that the counselor's own attitudes toward the disability and the person may have on the attitudes and behaviors of others (i.e., the client, family members, employers, etc.).

Powell, B.R.; Diller, L., : Grynbaum, B. Rehabilitation performance and adjustment in stroke patients: A study of social class factors. Genetic Psychology Monographs, 1976, 93(2), 287-352.

In a prospective follow-up study comparing the adjustment of 100 hemiplegics (mean age, middle 60's) in rehabilitation programs in a public institution and 105 subjects in a private university facility, measures were taken one month after admission and 18-24 months after discharge. Initially, groups differed in social profiles (social class, ethnicity, marital status), incidence of secondary medical conditions, and attitudes (including expectancies and F scale and sick role questionnaire) but not in performance and motivation on the programs. At follow-up a similar pattern appeared. Patients at the public institution received less follow-up treatment, and many more went to nursing homes. Implications for rehabilitation programs are presented. (Journal summary) (PA)

Steger, H.G., & Chisholm, S. Predicting adjustment of heart patients with the cardiac adjustment scale. Journal of Clinical Psychology, 1977, 33(3), 735-739.

A study to determine whether predictions of future adjustment could be made from the scores of the Cardiac Adjustment Scale. The results suggested that the CAS alone was inadequate in accurately predicting psychological or vocational adjustment.

CARDIOVASCULAR IMPAIRMENT (Cont.)

Zheutlin, S., & Goldstein, S.G. The prediction of psycho-social adjustment subsequent to cardiac insult. Journal of Clinical Psychology, 1977, 33(3), 706-710.

"The present study was designed to investigate whether it was possible to identify accurately those cardiovascular patients most vulnerable to adjustment difficulties. The obtained correlation between predicted and achieved scores in the cross-validation sample suggests that such accurate identification is possible." (p. 709)

CEREBRAL PALSY

Berger, C.C., & Zil, J.S. Semantic principles in societal reaction theory from somatic disability experience. Corrective and Social Psychiatry Journal, 1980, 26(1).

A discussion of semantics and labeling theory as they relate to the social and psychological environment of a visibly disabled person. For the most part, the authors discuss the self labeling of disabled individuals and the ways in which this self-imposed label disrupts the "normalcy" of the environment. The authors use examples of persons with cerebral palsy to illustrate their theories. The concept of non-identity is used to show how a disabled person can isolate himself/herself because of a disability by failing to acknowledge the greater degree of sameness than differentness with nondisabled people. The authors justify their emphasis on the disabled person and on self-labeling by explaining that it is easier to change one person than to change society, and that any change will affect all other parts of the equation.

Cruickshank, W.M. Cerebral palsy: A developmental disability. (Third Revised Edition) Syracuse, NY: Syracuse University Press, 1975, 623 p.

Presents 17 papers by clinicians, educators, pediatricians, and other specialists on medical and psychological aspects of cerebral palsy; therapeutic measures; education and vocational guidance; and assistance to families. (PA)

Kinnealey, M., & Morse, A.B. Educational mainstreaming of physically handicapped children. The American Journal of Occupational Therapy, 1979, 33(6), 365-372.

An article on mainstreaming physically disabled children into the public schools. Information reported is from interviews with children, parents, and teachers over a period of three years after initial mainstreaming. There is a review of the literature which suggests that the majority of mainstreamed children are those with cerebral palsy and spina bifida. These two disabilities and their effects on educational concerns are discussed at some length. The remainder of the article is dedicated to a discussion of 31 children who had been placed in seven different types of educational settings in Massachusetts: regular education with modifications, integrated preschool program, regular program 25% or less time out, regular program 60% or less time out, substantially separate program, day school, and half day regular education with modifications/half day substantially separate program. The authors conclude that all forms of mainstreaming can be extremely beneficial, if the special needs of the individual child are taken into consideration in choosing a program and if teachers are supported and trained by a team of knowledgeable professionals.

McAndrew, I. Children with a handicap and their families. Child Care, Health & Development, 1976, 2(4), 213-237.

Investigated the mothers' perceptions of the emotional and social stresses experienced by families who have children suffering from spina bifida, cerebral palsy, or a limb deficiency and recorded the mothers' suggestions for easing situations that were causing concern. One hundred and sixteen mothers of 5-10 year olds were interviewed. The difficulties of communication between the hospital staff and parents, the physical demands made on the parents, particularly the mothers, in caring for a handicapped child, the lack of supporting services in the home, such as home help and child minding services, are discussed. The effect on the parental relationship and on brothers and sisters was studied, and attention is drawn to the need for ongoing social work support both for the parents and brothers and sisters. Some of the difficulties encountered by the child are recorded, in particular the problems of socialization and leisure time occupation. The mothers' comments about community attitudes to their child and ways of alleviating the problem of public unkindness are also mentioned. (Journal abstract) (PA)

Nielsen, H.H. A follow-up study of cerebral palsied patients: Some psychological, educational and vocational aspects. Scandinavian Journal of Psychology, 1975, 16(3), 217-224.

Conducted a follow-up of a study performed by H.H. Nielsen (1966) in which an analysis was made of cognitive and visuomotor functions and personality characteristics of 39 Danish nonoligophrenic spastic adolescents and young adults. In the current study, it was found that 85% attended normal schools; the rest went to schools for physically or mentally handicapped. If retarded children with learning difficulties were not considered, there were no more than 10% regular problem cases, an incidence which is very close to what is found among ordinary, nonhandicapped Danish school children. With regard to vocational career, nearly 80% were estimated to be able to obtain and remain in open employment. There was an overrepresentation of clients with a mild physical handicap in the problem group, indicating that it may be difficult to occupy such a "marginal" position with its easy access to comparison and competition with the so-called normal standards. (Journal abstract) (PA)

O'Reilly, D. Care of the cerebral palsied: Outcome of the past and needs for the future. Developmental Medicine & Child Neurology, 1975, 17(2), 141-149.

Presents the presidential address delivered at the 28th annual meeting of the American Academy for Cerebral Palsy. Twenty years of progress in the

CEREBRAL PALSY (Cont.)

area are reviewed, and a plea is made for greater consideration of adults with cerebral palsy who are too disabled to live independently. (PA)

Podeanu-Czehofsky, I. Is it only the child's guilt? Some aspects of family life of cerebral palsied children. Rehabilitation Literature, 1975, 36(10), 308-311.

A discussion of the issues involved in the psychological adjustment of a cerebral palsied child and his/her family. Similarity to nonhandicapped children is noted. Case studies are presented to show the relationship between the family situation and adjustment to disability.

Rafael, B. Enlarging the circle: The parent-infant program at United Cerebral Palsy. Teaching Exceptional Children, 1977, 9(3), 64-66.

A description of a program developed to provide early intervention, parent training, parent education, emotional support to parents, and guidelines.

Vogel, H.D. A follow-up study of former student-patients at the Crippled Children's Hospital and School, Sioux Falls, South Dakota. Dissertation Abstracts International, 1975(Mar.), 35(9-A), 5975.

A report on a follow-up study of persons who had been at the Crippled Children's Hospital and School in South Dakota for a period of at least nine months. All subjects were adults at the time of follow-up. Three categories of "productivity" were identified: employed, student, and unemployed. These categories were compared on a number of other variables (e.g., type of disability, degree of mobility, marital status, etc.). Recommendations were made by respondents for experiences they felt necessary to help a disabled child to mature socially and vocationally. These are listed in the abstract.

Williams, M.B. On growing up tight. The Independent, 1977, 3(4), 18-19.

A brief first person account of what it was like to grow up with cerebral palsy. Parental protectiveness, depression, and increasing autonomy and peer contact are discussed.

EPILEPSY

Arangio, A.J. Behind the stigma of epilepsy: An inquiry into the centuries old discrimination against people with epilepsy. Washington, DC: Epilepsy Foundation of America, 1975.

A review of studies and comments on those studies which deals with the social adjustment and difficulties experienced by people with epilepsy. Areas covered include psychological and social aspects of stigma and legal considerations.

EPILEPSY (Cont.)

Arieff, A.J. Rehabilitation in epilepsy. Comprehensive Therapy, 1977, 3(4), 13-18.

An article which examines the use of drug treatment, patient abilities, obstacles to rehabilitation, and possible problems affecting learning. Denial of illness, social and family reactions, and negative publicity are discussed as well as more medical concerns.

Biel, M.A. Characteristics and attitudes of and guidelines for counselors working with persons with epilepsy. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 4052-4053.

A report on a survey of demographic and attitudinal characteristics of counselors who work with people with epilepsy. A significant relationship was found between attitudes toward people with epilepsy and attitudes toward people with other disabilities. A number of demographic details were collected on the counselors, including the fact that more than half did not have professional training in counseling. This was particularly true of male counselors. There was a significant correlation among age, number of years in the field of epilepsy, number of years counseling people with epilepsy, and attitudes toward persons with epilepsy. In addition, there was a significant difference in attitudes between those counselors who had epilepsy themselves and those who did not. In general, counselors indicated that mental health and employment problems were the major concerns faced by people with epilepsy.

Cornelius, D.A., Ed. Barrier awareness: Attitudes toward people with disabilities. Washington, DC: George Washington University, 1981.

See Cardiovascular Impairment.

Cornelius, D. Inside out. Washington, DC: George Washington University, 1980.

See Cardiovascular Impairment.

Diehl, L.W., & Hauck, G. Attitude-change toward epilepsy in the population of Germany since 1967. (Germ.) Nervenarzt, 1975, 46(9), 519-524.

Results of a repetition of a poll in 1973 show some liberalization of public attitudes. (J. Rutschmann) (PA)

Dillon, S.L. Attitudes of in-service elementary school teachers in the San Diego Public Schools regarding persons with epilepsy. Dissertation Abstracts International, 1979(May), 39(11-A), 6974-6975.

An assessment of attitudes toward people with epilepsy based on a number of teacher demographic characteristics. Attitudes were measured by use of the Attitudes Toward Disabled Persons Scale. Results indicated two significant differences: 1) between teachers who had received formal instruction on epilepsy and those who had not; and 2) between teachers with more than 20 years experience and those with 5-10 years and 10-20

EPILEPSY (Cont.)

years. The author concludes that the teachers with the most accepting attitudes are those with the highest levels of formal training and experience with epilepsy. He recommends further research on these issues and an increase in intensive teacher training programs on disability.

Farrow, D.L.; Barnette, C.R.; Rozos, E.S.; Genin, R.A.; & Beard, B.R. Relationships between applicant handicap and employment evaluations. Paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

A study to examine the effects of a disability on employment decisions. Subjects were assigned to one of eight experimental conditions and given a folder of job applicant information. They were led to believe that the applicant was 1) a man or a woman, 2) a person with epilepsy or a person with no disability listed, and 3) an applicant for a job in auto sales or for a job as a receptionist. Subjects were asked to rate the "applicants" on five job-related items, two attribution questions (i.e., If he/she failed, why? If he/she succeeded, why?), and 24 semantic differential scales. Although results did not show significant differences in hiring or in recommended entry salary based on "health," there were some interesting trends and interactions. There was some sex stereotyping and some reverse bias based on presence of disability, with the person with epilepsy being the most likely to be hired.

Hermann, B.P. Psychological effects of epilepsy: A review. Catalog of Selected Documents in Psychology, 1977 (Feb.), 7, 16.

Unannotated article.

Johnson, M.S., & Fennell, D.A. Dispelling the myths of epilepsy -- The teachers' involvement. Educational Horizons, 1976, 55(1), 31-33.

An article which advocates the role of the teacher as a member of the health team. Basic facts about epilepsy are presented, plus a sample case study. Problems and misconceptions are also considered. The teacher is seen as a potential role model for students, and also as an observer of symptoms and adverse reactions.

Kocijan, D.; Faber, B., & Hajnsek, F. Education of epileptic children. (Yugo.) Socijalna Psihijatrija, 1975, 3(1), 39-42.

Suggests that epileptic children encounter special problems in school because of environmental attitudes toward them. Preventive measures are outlined, including assistance to parents and teachers in avoiding negative attitudes and helping the child develop a more positive personality and outlook. (PA)

Perlman, L.G., Ed. The role of vocational rehabilitation in the 1980's serving those with invisible handicaps such as cancer, cardiac illness, epilepsy. Washington, DC: National Rehabilitation Association, 1978.

See Cardiovascular Impairment.

EPILEPSY (Cont.)

Perlman, L.G., & Strudler, L.A. The epileptic citizen: An employment perspective. Journal of Rehabilitation, 1976, 42(2), 36-40.

An article which deals with the loss of manpower due to misconceptions of society in general and employers specifically regarding epilepsy. The authors describe Epi-Hab, a campaign to: 1) encourage those with epilepsy to prepare for suitable jobs, 2) educate professionals regarding the work potential of epileptics, and 3) disseminate information to employers about seizures and work potential.

Ries, J.K. Public acceptance of the disease concept of alcoholism. Journal of Health and Social Behavior, 1977, 18(3), 338-344.

An assessment of public attitudes toward alcoholics and alcoholism. Specifically, the author interviewed 306 randomly selected subjects to obtain information on background factors, world views, perceptions of "variant" groups, and a measure of acceptance/rejection. Attitudes toward alcoholics were compared to attitudes toward blind people and toward people with epilepsy. Results indicated: 1) alcoholics received the most unfavorable scores on measures of unpredictability, threat, and responsibility for their fate; 2) alcoholics were placed at a greater social distance than either of the other two "variant" groups; 3) negative perceptions are related to intolerance; and 4) world views have different relationships to intolerance depending on the variant group in question. In general, blind people and persons with epilepsy were viewed quite favorably. The author discusses these results in terms of self-presentation among alcohol abusers.

Rose, G.L., & Brief, A.P. Effects of handicap and job characteristics on selection evaluations. Personnel Psychology, 1979, 32(2), 385-392.

An experimental study of the effects of disability on ratings of hypothetical job applicants. Subjects were 211 students, who were asked to assume the role of "personnel manager" and to evaluate one applicant's qualifications. Several variables were manipulated: 1) The applicant was an amputee, an epileptic, or nondisabled; 2) The job was a public contact one (sales) or a non-public contact one (programming); and 3) The job was a supervisory or nonsupervisory one. In general, results showed no significant main effect or significant interaction resulting from the presence of a disability, although it was noted that amputees were allocated less salary initially than nondisabled applicants and that persons with epilepsy were expected to establish more satisfactory relationships than others with clients and customers.

Ruhs, A., & Lechner, H. The mother-child relation in epilepsy. (Germ.) Psychiatria Clinica, 1975, 8(6), 283-292.

Thirty mothers of epileptic children and a control group of 30 mothers of healthy children were tested with the semantic differential regarding their attitudes towards the concepts "mentally ill," "Epileptic," "diabetic," and "my child" in relationship to the concept "a person I like" as a

EPILEPSY (Cont.)

clearly positively charged affective variable. The social distance to the disease carriers was, in opposition to equal-ranking tendencies of the various concepts of disease in both groups, smaller for the experimental group than for the control group. Regarding the attitude of the mothers to their own children, mothers of the experimental group demonstrated the following defense mechanism: rationalization, denial, and reaction formation. Specific attitudes in the areas of child rearing and anomalies in family relation were also revealed with help of the Parental Attitude Research Instrument scales. The approval of an active and positive child-rearing method was found to be in opposition to hostile tendencies with regard to their children. (English abstract) (PA)

HEARING IMPAIRMENT

Altshuler, K.Z., et al. Impulsivity and profound early deafness: A cross cultural inquiry. *American Annals of the Deaf*, 1976, *121*(3), 331-345.

Administered psychological tests of impulsivity to 150 Yugoslav and 100 American 15-17 year olds with early profound deafness and 100 hearing 15-17 year olds in each country. Results indicate that the deaf were more impulsive than the hearing and to a comparable extent in both countries, while Yugoslavs in general were more impulsive than Americans. The large sample of normal deaf subjects provides a first approximation to normative data for the deaf in the psychological measures used. (Journal abstract) (PA)

Blood, G.W.; Blood, I.M.; & Dahauer, J.L. Listeners' impressions of normal-hearing and hearing-impaired children. *Journal of Communication Disorders*, 1978, *11*(6), 513-518.

An assessment of the effects of a hearing-impaired child's speech and/or the presence of a hearing aid on subjects' attitudes toward the child. Subjects were asked to rate 12 speakers on semantic differentials after listening to an audiotape and seeing a photograph of each speaker. Four speakers were deaf, four partially hearing-impaired, and four nondisabled. Presence of a hearing aid was experimentally manipulated by showing either a picture of the person with a hearing aid or a picture of the same person without one. Results indicated significantly more negative attitudes toward people with hearing impairment or deafness and/or people with hearing aids. Negative attitudes toward hearing impaired children were reflected in categories of intelligence, achievement, personality, and appearance. These findings are discussed in terms of interaction between deaf children and nondisabled children.

Bolton, B., Ed. *Psychology of deafness for rehabilitation counselors.* Baltimore, MD: University Park, 1976.

In view of the linguistic retardation and diminished communication skills that accompany deafness, the psychological circumstances of deaf persons are outlined for practitioners in the helping professions, and principles,

HEARING IMPAIRMENT (Cont.)

procedures, and techniques that have proven effective in the rehabilitation of hearing-impaired clients are presented. Specific areas of development and functioning are examined, including the communicative, intellectual, personality, vocational, academic, and psychiatric aspects of deafness. Principles of program development in early education and rehabilitation are also considered. (L. Wechsler) (PA)

Can Elsa, with a hearing disability, make it as a teacher? Instructor, 1976, 86(4), 16-18.

A situation described in which an elementary teacher decides to continue teaching after a significant hearing loss. Problems arising from the situation are discussed.

Coleman, P.G.; Eggleston, K.K.; Collins, J.F.; Holloway, B.D.; & Reider, S.K. A severely hearing impaired child in the mainstream. Teaching Exceptional Children, 1975, 8(1), 6-9.

A description of a specialized and comprehensive program to involve a deaf child in normal classroom activity.

Connor, L.E. Mainstreaming a special school. Teaching Exceptional Children, 1976, 8(2), 76-80.

A description of a program at the Lexington School for the Deaf, which is accepting normally hearing children within its curriculum.

Cooper, A.F. Deafness and psychiatric illness. British Journal of Psychiatry, 1976 (Sep.), 129, 216-226.

A review of the literature on the relationship between deafness and psychiatric disorder reveals differences in the pattern of illness depending on the severity of deafness and the age of onset. Possible modes of action of long-standing hearing loss in the etiology of paranoid illnesses are considered (e.g., the psychological and social consequences of deafness, the possible contribution of sensory deprivation phenomena, and the interference of hearing loss in attention, perception, and communication). Possible future lines of research are suggested. (Journal summary) (PA)

Cornelius, D.A., Ed. Barrier awareness: Attitudes toward people with disabilities. Washington, DC: George Washington University, 1981.

See Cardiovascular Impairment.

Curtis, M.A. Counseling in schools for the deaf. American Annals of the Deaf, 1976, 121(4), 386-388.

233 questionnaires concerned with existing counseling services in schools for the deaf and the need for these services were returned by 233 teachers and administrators in public and private residential schools, day schools, and day classes. Analysis revealed a recognized need and much support for

HEARING IMPAIRMENT (Cont.)

counseling services in schools for the deaf. Regarding counseling services, 77.4% of respondents indicated that at least some of their deaf students were provided counseling services; 96.6% felt that such services are essential; 61.6% rated present services as poor or fair; 84.3% rated overall staff attitude toward counseling services as good or excellent; and 90.4% would support the growth of their counseling program. (Journal abstract) (PA)

A deaf adult speaks out: Mark Harris: Working toward a goal. *Volta Review*, 1975, *77*(5), 312-317.

Tells the story of a young insurance agent with moderate-to-severe hearing loss. His views on his education, his work as a special education teacher, and his switch to selling insurance are recounted, with additional comments on the handicap of hearing impairment, the need for encouragement from the family, and the value of setting personal goals. (PA)

Emerton, R.G., & Rothman, G. Attitudes toward deafness: Hearing students at a hearing and deaf college. *American Annals of the Deaf*, 1978, *123*(5), 588-593.

Describes a six month study of attitudes held by hearing students toward deafness on an integrated deaf-hearing campus. Changes in attitudes are theoretically to be expected when ideal cultural norms confront real norms of daily life. Findings in the study were mixed. Pretested attitudes held by entering students were generally positive toward deaf people. After six months on campus, there was a downward trend in effect. The study showed no differences in attitudes accounted for by proximity in dormitory residence or by known student background variables. (Journal abstract) (PA)

Engel, R., & Gold, B. Serving hearing and deaf in an integrated program. *The Pointer*, 1977, *21*(3), 18-24.

A description of an alternative school which integrates handicapped and non-handicapped students. The teachers demonstrate commonalities and special needs of handicapped and non-handicapped children. Sign language is viewed as a foreign language, and hearing children explore this form of communication.

Evans, A.D. Experiential deprivation: Unresolved factor in the impoverished socialization of deaf children in residence. *American Annals of the Deaf*, 1975, *120*(6), 545-552.

Compared socialization problems among 123 deaf adolescents at a state residential school and 321 normal students at two high schools. Data reveal a truncated socialization process among the deaf subjects due to experiential deprivation, a process which involves a restricted type of communication at home, separation from hearing peers and from the opposite sex, strict dating rules, and lack of freedom to leave campus. (Journal abstract) (PA)

HEARING IMPAIRMENT (Cont.)

Franklin, E.L., & Rubin, S.E. Facilitating the suitable placement of deaf rehabilitation clients. Journal of Applied Rehabilitation Counseling, 1976, 7(3), 164-169.

Maintains that suitable placement in gainful employment should be the service outcome goal for all deaf clients served by state rehabilitation agencies. Such an outcome becomes more likely if community barriers to employment of the deaf are eliminated and if rehabilitation counselors work with their deaf clients so that appropriate client vocational choice is facilitated and effective direct placement services provided when necessary. Recommendations are suggested to rehabilitation counselors serving deaf clients with respect to vocational choice facilitation, direct placement service provision, and employment barrier reduction activities. (Journal abstract) (PA)

Freeman, R.D., & Malkin, S.F. A comparison of the psychosocial problems of deaf, of visually-impaired, and of non-handicapped children. Paper presented at the annual meeting of the American Academy for Cerebral Palsy and Developmental Medicine. Abstracted in Developmental Medicine and Child Neurology, 1977, 19(1), 11.

A description of two studies which compare deaf, blind, and non-handicapped children. Family breakdown was found to be no more frequent in families with disabled children than nondisabled. Delay in diagnosis and parental confusion was far more severe with the deaf groups.

Freeman, R.D.; Maldin, S.F.; & Hastings, J.O. Psychosocial problems of deaf children and their families: A comparative study. American Annals of the Deaf, 1975, 210(4), 391-405.

Compared results from parent and school questionnaires, psychological testing, home visit observations, a semistructured parent interview, and a review of available medical data in a study with 120 5-15 year old prelingually deaf children and a matched group of normal hearing children and their families. In comparison with the hearing group, deaf children were socially disadvantaged due to indirect and direct consequences of deafness. (PA)

Gillies, J. Personality and adjustment in deaf children. British Journal of Projective Psychology & Personality Study, 1975, 20(1), 33-34.

Discusses the advantages of using the Lowenfeld World Technique to assess the personalities and adjustment problems of deaf and partially-hearing children. (PA)

Gregory, S. The deaf child and his family. New York, NY: Halstead, 1976, 256 p.

Describes the everyday life of young deaf children and their families, the deaf child's activities and daily routine, and the support and advice given to his parents during his early years. Information was derived from interviews with more than 100 mothers of deaf children. (PA)

Grey, P.G. Identification, self-concept, and attitude toward disabled persons in selected groups of normal hearing and hearing-impaired adults. Dissertation Abstracts International, 1977(Aug.), 38(2-B), 877.

A study of the identification of hearing parents with their children's hearing problems. It was theorized that parental identification with a child would be reflected in situations where the child was hearing-impaired and the parent was not. The parent, it was hypothesized, would identify with adults who had had a hearing loss for approximately the same amount of time as the parent's child. Measurements were the Attitudes Toward Disabled Persons Scale (ATDP) and the Tennessee Self Concept Scale (TSC). Subjects were divided into three groups: Group I -- parents of nondisabled children, Group II -- parents of hearing-impaired children, and Group III -- hearing-impaired adults. Only one significant difference appeared in ATDP scores: women expressed more positive attitudes than men toward disabled persons. Analysis of TSC scores showed that there was no difference between Groups II and III, but those two groups were significantly different than Group I, lending support to the research hypothesis.

Higgins, P.C. The deaf community: Identity and interaction in a hearing world. Dissertation Abstracts International, 1978(Mar.), 38(9-A), 5723.

A discussion of the "deaf community" and of interactions between hearing and non-hearing individuals. This report is based on in-depth interviews with hearing-impaired and nondisabled people, participant observation, and analysis of written materials. The author discusses in some detail the composition of the "deaf community," the responses of its deaf members to their hearing impairments, and their communal response to mainstream society. He then points out the dramatic differences that deaf or hearing-impaired people confront when interacting with the "hearing community." This relationship is characterized by stigmatization, nonacceptance, and communication difficulties. The presence of deafness, which in the "deaf community" is not a noteworthy characteristic, becomes a deaf person's main identifying feature in mainstream society. The author suggests that the negative response of society at large is probably the cause of the development of the "deaf community."

Hollgy, S.; Wilson, G.B.; Giolas, T.G.; & Dean, M.S. Listener reaction to hearing aid wearers. Journal of Rehabilitation of the Deaf, Vol. 8(3), 23-30.

Assessed the reaction of individuals with normal hearing to the same speaker under three conditions: (a) wearing a body aid, (b) wearing a behind-the-ear aid, and (c) wearing no aid. Speakers were presented via television, and were judged on credibility. Differences were generally limited to a dynamism factor, as defined by Osgood's semantic differential scale. (A. Barclay) (PA)

Koetitz, L.E. Cognitive and psycho-social development in deaf children: A review of the literature. Education & Training of the Mentally Retarded, 1976, 11(1), 66-72.

Reviews the literature to examine specific differences between the personalities of deaf and hearing children. Three types of deafness are defined and discussed: conductive, sensorineural, and central. The intelligence, coding and problem solving, and creativity and conceptual skills of deaf children are assessed along with selected factors in the development of personality (e.g., general experience and stimulation, maternal attitudes, and identification). (M. Ellison-Pounsel) (PA)

Krupnick, N., & Krieger, G.W. The deaf in the world of work. Journal of Employment Counseling, 1976, 13(4), 182-188.

Points out that although deaf persons form a distinct minority in the world of work, are underemployed, and face bleak vocational futures, there are many actions that can be taken to improve their status. Professionals working with the deaf should be aware of the current vocational functioning of their clients. Deaf clients need specific job information; their social and communication skills may need improvement; and they may need basic skills in applying for a job. Comprehensive vocational counseling for the deaf is an obvious need. Also, employees must be encouraged to reduce job discrimination against the deaf. Employer attitudes preclude the deaf for appropriate job trials. It is concluded that if the counselor, client, and the employer work closely together, the occupational picture of deaf workers can be greatly upgraded. (Journal abstract) (PA)

Levine, B.G. Attitudes of Head Start teachers and aides toward handicapped children. Dissertation Abstracts International, 1976(Oct.), 37(4-A), 2112-2113.

A study on the attitudes of Head Start professionals toward five categories of children: mentally retarded, emotionally disturbed, blind, deaf, and "normal." As hypothesized, both teachers and teacher's aides rated nondisabled children more favorably than disabled ones. Both groups also indicated the same preference ranking, from most favorable to least favorable: 1) nondisabled children, 2) blind or deaf children, and 3) emotionally disturbed or mentally retarded children. As predicted, teachers' ratings were more positive than aides' ratings. Experience and/or training had no significant effect on responses by subjects.

McCauley, R.W.; Bruininks, R.H.; & Kennedy, P. Behavioral interactions of hearing impaired children in regular classrooms. The Journal of Special Education, 1976, 10(3), 277-284.

A study which utilized an observation schedule of interactive behavior to compare the behavior of hearing-impaired and nondisabled children in a classroom setting. "The results from the observation schedule used in this study indicate that those hearing impaired youngsters do not behave differently than non-handicapped classmates in regular classrooms." (p. 283)

It was noted, however, that the disabled children relied more heavily on teachers as a source of rewarding social interactions, whereas the non-disabled children relied more on their peer group.

McQuay, S.L. Attitudes of community college faculty toward the deaf: A Guttman facet theory analysis. Dissertation Abstracts International, 1978(May), 38(11-A), 6650-6651.

A study examining the attitudes of community college faculty persons toward deaf people. A number of statistical techniques were used to analyze attitudes as measured by the Attitude Behavior Scale - Deafness. Results included: 1) significant differences on a measure of "feelings" between teachers at a school with a program for deaf students and at a school with no such program; 2) significant differences on measures of "normative," "feeling," and "action" between subjects with different amounts of contact with deaf persons; 3) significant differences on "hypothetical," "feeling," and "action" between subjects with different degrees of knowledge about deafness; and 4) a number of other significant differences based on predictor variables. The author concludes that knowledge of and contact with deaf people affect attitudes toward deaf persons.

Mallenby, T.W., & Mallenby, R.G. The personal space of hard-of-hearing children after extended contact with "normals." British Journal of Social & Clinical Psychology, 1975, 14(3), 253-257.

A group of 10 to 12 year old hard-of-hearing children integrated into a normal public school for a year were found to exhibit similar personal space to that of 10 normal children. Another group of 10 hard-of-hearing children who attended a special institutional school for the deaf exhibited greater interaction distances under varying dyadic interactions with a normal person. Practical application of the results is discussed. (Journal abstract) (PA)

Menggeler, S.W., & Cooper, P.F. Mother-child interaction: Conducive to the psychosocial difficulties of deaf children? Paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

A report of a study where matched groups of 15 deaf and 15 hearing pre-school children were observed interacting with their mothers during free play and teaching periods. While no difference was found in the amount of interaction, less communication was seen between mothers and deaf children. The study concludes that psychosocial problems of deaf children are related more to auditory deprivation and communicative language than to disturbed mother-child relations.

Miller, L.V. Attitudes toward deafness, motivation and expectations of students enrolled in manual communication classes. Dissertation Abstracts International, 1976(Aug.), 37(2-A), 813-814.

A study to identify characteristics of hearing students enrolled in manual communication classes. Data was collected through use of a survey on 695 hearing students in a range of sign language classes in Southern California. Significant differences in attitudes toward deafness were found between students whose families included one or more deaf members and those whose families did not. In addition, differences in attitudes were found between students whose manual communications instructor was hearing-impaired and those whose instructor was not hearing-impaired. Although no direct relationship was found between contact per se with hearing-impaired persons and attitudes toward deafness, a relationship was found between the individual's ability to communicate with hearing-impaired persons with whom he/she came in contact and attitudes toward deafness.

Mistler, S.; Cornelius, D.; Daniels, S.; & Panieczko, S. Beyond the sound barrier. Washington, DC: George Washington University, 1978.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet addresses attitudes toward persons with hearing impairment. There is a brief introduction which deals in general with attitudes toward deaf and hearing-impaired people, followed by a section on myths and facts related to hearing impairment, and a section of scenes demonstrating the effects of attitudes on situations encountered by persons who are deaf or hearing impaired. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions with people who have hearing disabilities. A listing of resources for more information on hearing impairment is included.

Naiman, D.W. Picture perfect: Photography aids deaf children in developing communication skills. Teaching Exceptional Children, 1977, 9(2), 36-38.

A report on a photography project to increase self-esteem, decision-making, language development, and also communication with parents of deaf children. Specific skills were also learned.

Rainer, J.D. Some observations on affect induction and ego development in the deaf. International Review of Psycho-Analysis, 1976, 3(1), 121-128.

Discusses adolescents and adults with profound hearing loss since birth or early childhood, indicating in them a greater or lesser degree of immaturity, lack of empathy, and stereotypy in conscience and social behavior. Also noticed is a relatively shallow affective response which is short-lived, labile, and detached. The possible developmental relation of these traits to absence of sound or to object deprivation is considered, and the necessity for further studies of deaf infants is pointed out. Case illustrations are included. (Journal summary) (PA)

Rister, A. Deaf children in mainstream education. Volta Review, 1975, 77(5), 279-290.

Sent questionnaires to parents of 131 hearing-impaired children 6-16 years old who had been enrolled in the Speech and Hearing Institute's preschool program, and to the schools which these children were now attending. The 88 replies (67%) showed that only eight children were attending residential schools, and that 83% were in public schools. 64% of the children were at expected grade level and achieving adequately. 62% were in regular education classes, and 38% in special education classes; various comparisons are made between these two groups. The level of hearing loss of these children is at least as severe as that found in general surveys. It is concluded that preschool education paid off for this group. (W.A. Hass) (PA)

Rossett, A. Parenting of the preschool exceptional child. Teaching Exceptional Children, 1975, 7(4), 118-119.

A description of a parent education program for parents of deaf children. Programs for other disability groups have also been developed. Visual aids are used to elicit discussion and sharing.

Schroedel, J.G. Changing professional attitudes toward deaf people. In F.P. Crammatte & A.F. Crammatte (Eds.). VII World Congress of the World Federation of the Deaf, Silver Spring, Maryland: National Association of the Deaf, 1976, 261-263.

A discussion of the attitudes of professionals toward deafness and deaf people, including the strengths and weaknesses of various instruments in measuring these attitudes. Suggestions are made on ways in which these attitudes can be improved.

Shein, E.W. The effect of lectures and sign language instruction on changing attitudes toward the hearing impaired in an elementary school population. Dissertation Abstracts International, 1978(Nov.), 39(5-B), 2521.

An investigation of three types of training on the attitudes of nondisabled children toward hearing-impaired peers. Subjects were the students in four fourth grade classes. One class received six weeks training in sign language; one class received six weeks of lectures on hearing impairment; one received a six week combination of these two training methods; and one received no training. Subjects were administered, both pre-test and post-test, the following instruments, which had been adapted for children: Attitudes Toward Disabled Persons Scale, Attitudes Toward Deafness Scale, and a knowledge of deafness questionnaire. They were also given a Coopersmith Self-Esteem Inventory prior to training and a State Anxiety Inventory for Children after training, but prior to an imaginary visit by deaf children. Subjects in the sign language only class and lectures only class showed significantly more positive attitudes toward hearing-impaired people than either of the other two groups. Results also showed the combination group to be lowest in anxiety prior to hypothetically meeting deaf persons.

Stevens, R.P. Experiential deprivation: Another response. American Annals of the Deaf, 121(5), 494-496.

Challenges D. Evans's (1975) conclusion that deaf adolescents remain alien to their own society, on the following grounds: The theory and design of the study are inadequate, the nature of the data is unclear, the use of

HEARING IMPAIRMENT (Cont.)

group data analysis overlooks information that contradicts the major conclusion, there is no evidence that the instrument used to measure socialization is either valid or reliable, and research findings that are in contradiction to the study are not dealt with. It is suggested that more research be undertaken before dramatic changes are made in educational environments of deaf adolescents. (Journal abstract) (PA)

Subtitles for TV and films. *American Education*, 1977, *13*(2), 18-22.

An article discussing the technical advances and changing attitudes which have brought films and TV programs to hearing-impaired people. Captioning may also help children with learning disabilities to become better readers. Difficulties, such as low reading ability, lack of knowledge of idiomatic speech, speed of captioning, etc., are discussed.

Sussman, A.E. Attitudes toward deafness: A dimension of personality. *Hearing Rehabilitation Quarterly*, 1976, *2*(1), 9-10.

Attitudes of hearing people toward deafness are a key factor in the feelings that deaf people have about deafness. A significant relationship exists between the self-concept of deaf people and their perceived attitudes toward deafness. (E.S. Bishop) (PA)

Taub, S. Deaf children and their mothers: The relationship among hearing status of the parents, maternal attitude toward deafness, maternal acceptance of the child and the self-image and academic achievement of deaf children. *Dissertation Abstracts International*, 1978(Apr.), *38*(10-A), 6028.

A study to identify relationships among a number of variables associated with self-image of deaf children, parental attitudes, parental hearing status, and the academic achievement of deaf children. Subjects were mother-child pairs, half of which were deaf parents-deaf child combinations and half of which were hearing parents-deaf child combinations. Data were collected both from the mothers (on the Manifest Rejection Scale and the Disability Factor Scale - Deafness), and from the children (on the Self-Image Inventory). Results showed a significantly higher acceptance of their deaf children by hearing mothers than by deaf mothers. It was also found that maternal attitudes were the most important predictors of self-image, and that hearing status was the most important predictor of academic achievement. These results are discussed theoretically, and the failure to obtain more significant differences is discussed methodologically.

Vernon, M. The employment picutre, deafness and mental health. *Rehabilitation Literature*, 1977, *38*(6-7), 188-192.

A discussion centering around the effect of employment on mental health, with particular emphasis on the deaf individual. Topics considered include unemployment among deaf people, job training programs, Affirmative Action, post-secondary education and training, and career guidance.

HEARING IMPAIRMENT (Cont.)

Vernon, M. Major current trends in rehabilitation and education of the deaf and hard of hearing. Rehabilitation Literature, 1975, 36(4), 102-107.

A discussion of ten major current trends relevant to the education and rehabilitation of deaf persons. Included in the discussion are total communication, mainstreaming, consumer involvement, public information, changing nature of work and life, and medical considerations.

Vernon, M., & Athey, J. The Holcomb Plan: A creative approach to mainstreaming deaf and hard of hearing children. Instructor, 1977, 86(5), 136-137.

A description of a program in Newark, Delaware, which involves simultaneous communication. An interpreter-tutor translates what is being said, thus making it possible for the hearing-impaired child to understand what is going on. Regular classroom teachers are also taught signing, which encourages other children to learn. Guidelines for selecting students are given as well as suggestions for situations in which an interpreter is not available.

West, J.M. Evaluation of attitudinal changes and results of a generic special education experimental study with Black teachers. Dissertation Abstracts International, 1977(Jan.), 37(7-A), 4292.

An assessment of the effectiveness of an eleven week training program on the attitudes of Black teachers toward disabled children. Subjects were 24 Black teachers who participated in the Generic Education Training Program, which was specifically designed to enable subjects to teach disabled children based on a diagnostic, instead of categorical, basis. Pre-test and post-test scores on the Minnesota Teacher Attitude Inventory and a Semantic Differential Survey were compared. Statistical analysis revealed significant, positive change from pre-test to post-test on attitudes toward visually-impaired, hearing-imparied, and emotionally disturbed children, as well as on a number of other measures. The program was deemed successful.

LEARNING DISABILITIES

Barger, J.D.F. A comparison of the self concepts of exceptional and non-exceptional students in various classroom settings. Dissertation Abstracts International, 1978(Nov.), 39(5-A), 2863-2864.

A study comparing the self attitudes of various groups of children: 1) learning disabled children in a segregated classroom setting, 2) learning disabled children in an integrated classroom setting, 3) children who had been labeled educable mentally retarded, 4) children identified as non-disabled, but special reading students, and 5) children in a control group. Results indicated differences in self concept, as measured by the Primary Self Concept Inventory, between the two groups of learning disabled children combined (Groups 1 and 2) and control group children (Group 5); between "exceptional" children (Groups 1, 2, and 3) and "non-exceptional" children (Groups 4 and 5); and between children who were having problems, whether "exceptional" or not, (Groups 1-4) and control subjects (Group 5). There were no significant differences in self concept between learning disabled children in the two different classroom settings.

Bryan, J.H., & Perlmutter, B. Immediate impressions of LD children by female adults. *Learning Disability Quarterly*, 1979, 2(1), 80-88.

Forty-eight female undergraduates saw or heard videotapes of normal and learning disabled (LD) children teaching a game to other children, and they answered a 30 item questionnaire giving their impressions of the children's intelligence, sociability, dominance, interest in the teaching task, mental health, and attractiveness. LD children were rated as less desirable than normal children, and judgments were based mainly on their nonverbal behavior. Results suggest that considerably more attention needs to be given to the role of LD children's nonverbal behaviors in affecting others' impressions of them. (J.D. Cooper) (PA)

Danker-Brown, P.; Sigelman, C.K.; & Flexer, R.W. Sex bias in vocational programming for handicapped students. *Journal of Special Education*, 1978, 12(4), 451-458.

A survey to assess the presence and the extent of sex-role stereotyping in work-study programs for mentally retarded and learning disabled persons. The survey included a representative sample of 204 disabled men and women from 68 different work-study programs in the state of Texas. Survey results showed that, although the women in the program did not differ from the men in characteristics, intelligence, school achievement, and the amount of vocational training received, they had been channeled into programs which were traditionally female (i.e., more sheltered, fewer hours, and less well paid). There were many highly significant differences between sexes in types of jobs, starting pay, hours worked, and placement off campus. The authors discuss these results in terms of the need for special educators to follow the trend toward reduction of sex-role stereotyping.

Foley, J.M. Effect of labeling and teacher behavior on children's attitudes. *American Journal of Mental Deficiency*, 1979, 83(4), 380-384.

A report on an experimental study to assess the effects of labeling and teacher reactions to a labeled child on the attitudes of other children toward the child. Subjects were 78 fourth grade students who saw one of two brief films in which a child performed various negative academic and social behaviors. In one film, the teacher responded positively; in one, negatively. In addition, subjects were told that the child was "normal," mentally retarded, or learning disabled. Results, measured by a peer-acceptance questionnaire, indicated that, regardless of labeling, students responded more positively when the teacher had responded positively; and that the child labeled "mentally retarded" received higher ratings than the child labeled "normal" or "learning disabled."

Foster, G.G., & Salvia, J. Teacher response to label of learning disabled as a function of demand characteristics. Exceptional Children, 1977, 43(8), 533-534.

A study to assess the effects of labels and instructions related to objectivity. A sample of 88 school teachers was asked to view a film of a nondisabled fourth grade boy and to rate the boy's grade level on eight academic skills and on the frequency with which he exhibited 24 undesirable behaviors. Subjects were either told that he was "normal" or learning disabled, and they were either told to be as objective as possible or were given no instructions related to objectivity. Results showed a significant effect for each experimental manipulation. Teachers indicated more negative behaviors when the boy was labeled learning disabled than when he was not, and they reported fewer such behaviors when asked to be objective than when they had not. There was also a significant interaction between the two manipulations. When the boy was labeled learning disabled and the teacher instructed to be objective, she/he gave more positive ratings than when not receiving these instructions.

Foster, G., & Ysseldyke, J. Expectancy and halo effects as a result of artificially induced teacher bias. Contemporary Educational Psychology, 1976, 1(1), 37-45.

A study on teacher expectancies of children with various labels and on teacher perceptions of the behaviors of children to whom these labels had been attached. In Phase I of this two part study, teachers were asked to list the behaviors that they would expect from a child. For one-quarter of the subjects, they were asked to describe a "normal" child; for one-quarter, a child with mental retardation; for the third group, one with a learning disability; and for the last group, one who is emotionally disturbed. In Phase II, subjects were asked to evaluate a child seen on a videotape who had been given the same label they had described in Phase I. Results strongly supported the authors' hypotheses that the labels would cause negative attitudes and would affect the perceptions of people evaluating identical behaviors. Results further indicated that the label "mentally retarded" caused the greatest amount of negative bias among teacher subjects.

Frank, H., & Buttgereit, B. Classroom behavior of special school teachers. International Journal of Rehabilitation Research, 1979, 2(4), 489-497.

An analysis of the behaviors of seven teachers at an elementary school for learning disabled children. An attempt was made to identify those behaviors in the teacher's repertoire which served to confirm the teacher's attitudes toward his/her students. Each teacher was asked to identify his/her three "best" and three "worst" students and the factors which they thought were most responsible for their performance in school. These were different for the two different groups: 1) For "best" pupils, they were, highest to lowest, effort, ability, personality, conditions within the system, physical and psychological state, and environmental factors; 2) For "worst" pupils, they were, ability, effort, environmental factors, personality, physical and psychological state, and conditions within the system. In response to another question, teachers indicated that their behaviors were the same toward all students, yet observation showed that there were differences, and these differences were correlated with the causal factors identified by the teachers for the two groups (for "best," effort, ability, personality; for "worst," ability, effort, environmental factors). The authors discuss these findings in terms of causal attribution.

Freeman, S., & Algozzine, B. Social acceptability as a function of labels and assigned attributes. American Journal of Mental Deficiency, 1980, 84(6), 589-595.

A report on a study to determine the various effects of labeling and information related to personal attributes on the attitudes of children toward a videotaped child. Subjects were 96 fourth grade students who were assigned to one of eight conditions. Prior to viewing the film, they were told that the child was "normal," "learning disabled," "retarded," or "emotionally disturbed." After one set of dependent measures was taken, they were told some positive or neutral information about the child and then shown the remainder of the tape. This procedure allowed the researchers to examine the differential effects of labeling and attribute assignment. There were no significant differences as a result of labeling. There was, however, a significant effect for attribute assignment, with the positively attributed child being rated higher than the neutrally attributed one. This resulted primarily from a drop as a result of the neutral information and a lack of change as a result of positive information. The authors discuss these results in terms of application and of further research.

Gaudino, A., & Tamaren, M. Learning through giving. Instructor, 1975, 85(3), 122-123.

A description of a project involving eleven adolescent visually handicapped slow learners, who worked to aid a less fortunate family. Skills acquired during the fund raising activity included integration of math, art, and language arts, which increased student self-esteem.

Johnson, J.E. Preferences and opinions of regular education teachers on the placement of educationally handicapped students in regular school programs. Dissertation Abstracts International, 1977(Mar.), 37(9-A), 5744.

Report on a survey of regular classroom teachers to determine their attitudes toward the placement of "educationally handicapped" (EH) students in regular classes. Subjects were 250 elementary, junior high, and high school teachers from the Los Angeles area. Results of the survey include: 1) More than two-thirds of the subjects felt that EH students should be in regular classes at least part of each day; 2) Teachers with no specialized training in dealing with EH children/adolescents indicated that they would require support services; 3) Subjects identified paraprofessionals in the classroom as the most desirable support service; 4) Teachers chose "follows directions" and "displays self control" as the most important academic and social-emotional factors in successful integration of EH children and adolescents; 5) Subjects identified class size as crucial to the success of integration; and 6) Teachers judged positive attitudes toward authority and compliance with classroom regulations to be positive student factors, while judging disruptiveness and noise-making to be negative.

Larson, S.L. The implications of labeling and diagnostic placements of children within schools in two Southeastern Nebraska communities. Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1440-1441.

An extensive examination of two groups of children, those labeled "learning disabled" and those labeled "educable mentally handicapped," in two Nebraska communities. It was found that: 1) There were more children in each disability category than the maximum number recommended for the community school systems; 2) There were significant differences in intelligence and achievement when comparing children labeled "educable mentally handicapped" to nondisabled children, but there were no significant differences between those labeled "learning disabled" and nondisabled children; 3) Teachers' attitudes did appear to be affected by labels and special placement; and 4) Classmates generally indicated rejection of the children in both disability groups as playmates or workmates.

Lieberman, L.M. The implications of noncategorical special education. Journal of Learning Disabilities, 1980, 13(2), 65-68.

A discussion of the purpose of labeling children (e.g., learning disabled, slow learner) in public schools. The author presents arguments pro and con, and advocates use of the traditional categorical approach used in PL 94-142 to eliminate confusion between school failure and handicaps and to "preserve the primary rights of the handicapped to special education services."

McCaffery, L.J. Use of sociometric techniques with mentally retarded and learning disabled children. Group Psychotherapy, Psychodrama & Sociometry, 1976, 29, 111-112.

Discusses how the social/legal value system and the functional, day-to-day value systems of community institutions undergoing change or expansion affect the integration of mentally retarded and learning disabled children in regular educational activities. Effects on service delivery, children's self-perceptions, and sociometric issues are examined. (L. Gorsey) (PA)

Makas, E. Perspectives. Washington, DC: George Washington University, 1981.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet addresses attitudes toward persons with specific learning disabilities. There is a brief introduction which deals in general with attitudes toward learning disabled people, followed by a section on myths and facts related to specific learning disability, and a section of scenes demonstrating the effects of attitudes on situations encountered by persons who are learning disabled. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions with people who have learning disabilities. A listing of resources for more information on specific learning disability is included.

Moore, J., & Fine, M.J. Regular and special class teachers' perceptions of normal and exceptional children and their attitudes toward mainstreaming. Psychology in the Schools, 1978, 15(2), 253-259.

A study which compared 22 regular classroom and 39 special education teachers' descriptions of a hypothetical mentally retarded child, a hypothetical learning disabled child, and a hypothetical "normal" child, and investigated attitudes toward mainstreaming. The special education teachers were more accepting of mainstreaming children with retardation and learning disability, and all groups supported mainstreaming the child with learning disability more than the child with mental retardation. Findings show that distinct stereotypic images of disabilities exist within teacher groups.

Padula, W.V. A point of discrimination -- Public Law 94-142. Journal of Learning Disabilities, 1979, 12(10), 48-49.

A brief discussion of the problem built into the wording of Public Law 94-142. The law defines "learning disability" and specifically excludes situations in which the child has a learning disability as a "result of visual, hearing or motor handicaps..." The author points out that this may lead to the assumption that, if a child has both a learning disability and a physical disability, then the learning disability will be cured if the physical problem is overcome. The author stresses that care must be taken to assure that children with both types of disability receive the appropriate treatment and/or assistance to deal with both disabilities. He emphasizes the good points of the law, but encourages a more accurate interpretation of it.

Parish, T.S.; Eads, G.M.; Reece, N.H.; & Piscitello, M.A. Assessment and attempted modification of future teachers' attitudes toward handicapped children. Perceptual and Motor Skills, 1977, 44(2), 540-542.

A report on a study of the attitudes of education students toward children who had been assigned various disability labels. Subjects were asked to complete Personal Attribute Inventories, both prior to and following an introductory special education course. They were asked to complete one Inventory to describe each of the following groups: physically disabled, learning disabled, and educable mentally retarded. Subjects rated the latter two groups significantly more negatively than the first. There was also a significant difference between groups of students, with special education students rating all groups more positively than students in all other fields of education. There were no significant changes in attitudes as a result of the course on special education.

LEARNING DISABILITIES (Cont.)

Robinson, E.G., & Brosh, M.C. Communication skills training for resource teachers. Journal of Learning Disabilities, 1980, 13(3), 162-165.

An experimental assessment of the effectiveness of teacher training in communication skills on the achievement of their mentally retarded and learning disabled students. Subjects were 13 special education teachers and their 147 educable mentally retarded or learning disabled students. Seven of the teachers participated in a 20-hour in-service program designed to develop effective interpersonal communication skills. The program included both didactic presentations and experiential activities. At the completion of the program, all students were administered the Reading Recognition, Reading Comprehension, and General Information subtests of the Peabody Individual Achievement Test. Significant differences were found on all three subsets between groups, with students of teachers who had participated in the training scoring significantly higher than other students.

St. John, W.D.; Child, C.; & Kelly, S.B. Paul -- Justin: Two case studies. Instructor, 1976, 85(6), 114-117.

A report on two case studies. One case study involves a visually-impaired child who, through the use of special modifications, is part of a "normal" classroom. Teachers' initial frustrations are examined, and modifications are described in detail. The other case study involves a learning disabled student.

Singleton, K.W. Creating positive attitudes and expectations of regular classroom teachers toward mainstreaming educationally handicapped children: A comparison of two inservice methods. Dissertation Abstracts International, 1977(Jul.), 38(1-A), 186-187.

A comparative study of the effectiveness of two types of in-service training for regular classroom teachers. Subjects were divided into three conditions: 1) control condition (no treatment), 2) direct assistance condition, in which regular teachers were trained by resource specialists to instruct mainstreamed students in their classes, and 3) workshop condition, in which teachers participated in nine hours of instruction on topics related to mainstreaming. Teacher attitudes were assessed using the Emotionally Disturbed and Learning Disabled subtests of the Rucker-Gable Educational Programming Scale (RGEPS); and teacher expectancies were measured using the Learning Handicapped Integration Inventory (LHII). Results indicated that direct assistance was significantly more effective than workshops in increasing positive attitudes toward learning disabled, though not emotionally disturbed, children. Further findings are discussed, and recommendations are made based on research results.

Smith, T.E.C. High school principals' attitudes toward the handicapped and the work study program. Dissertation Abstracts International, 1978(Feb.), 38(8-A), 4498-4499.

A study to identify variables related to the attitudes of high school principals toward disabled persons and toward work study programs. Sub-

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jects were principals of schools which had work-study programs. Data collected through questionnaires were background variables (e.g., age, sex, courses in special education, etc.), principals' attitudinal and rating variables (e.g., attitudes toward mentally retarded, learning disabled, and nondisabled students, attitudes toward the work-study program, principals' role performance in relation to work-study programs, etc.), and program effectiveness. Results indicated a few significant relationships between variables: 1) Principals had more positive ratings toward nondisabled people than toward disabled people, with attitudes being least positive toward mentally retarded people; 2) The best predictor of attitudes toward disabled people was the amount of previous contact with disabled people; and 3) The best predictors of program effectiveness were role performance ratings of principals and principals' attitudes toward work-study programs.

Smith, T.E.C.; Flexer, R.W.; & Sigelman, C.K. Attitudes of secondary principals toward the learning disabled, the mentally retarded, and work-study programs. Journal of Learning Disabilities, 1980, 13(2), 62-64.

An assessment of the attitudes of secondary school principals toward mentally retarded people, learning disabled people, and work-study programs. Survey materials, which were mailed to potential subjects, included background information items, three semantic differential scales (one each for mentally retarded persons, learning disabled persons, and nondisabled persons), and a scale on opinions toward work-study programs, including its relationship to disability issues. Results indicated that attitudes toward mentally retarded persons were significantly less positive than those toward the other two groups, and those toward learning disabled persons were significantly less positive than those toward nondisabled people. In addition, it was found that there was a significant correlation between principals' attitudes toward disabled people and their support of work-study programs.

Subtitles for TV and films. American Education, 1977, 13(2), 18-22.

See Hearing Impairment.

Williams, R.J. An investigation of regular class teachers' attitudes toward the mainstreaming of four categories of mildly handicapped students. Dissertation Abstracts International, 1977(Nov.), 38(5-A), 2708-2709.

A survey to assess the attitudes of regular classroom teachers toward the mainstreaming of disabled children. Subjects were elementary school teachers who responded to a questionnaire specifically designed for this study. Attitudes were assessed toward four categories of disabled children: educable mentally retarded (EMR) children, learning disabled (LD) children, physically handicapped (PH) children, and socially/emotionally disturbed (SED) children. Teachers were asked whether 1) each category should be mainstreamed, 2) they felt capable of teaching each category, and 3) they would voluntarily mainstream each category. Results showed definite differences in acceptance of categories, with teachers indicating most willingness to mainstream PH students, and least to mainstream EMR students. In addition, differences in degrees of acceptance were related to contact variables, such as experience teaching disabled children, training in disability, and presence of disabled friends or relatives.

MENTAL ILLNESS

Armstrong, B. Society v. the mentally ill: Exploring the roots of prejudice. Hospital & Community Psychiatry, 1978, 29(9), 602-607.

An excellent discussion of the reactions of various groups to deinstitutionalization of mentally ill people. The author discusses at length the role that attitudes play in each reaction and the various causes of these attitudes. People representing neighborhood groups are likely to object to deinstitutionalization under the argument of protecting the community, those representing labor unions and workers might object from fear of losing jobs to the deinstitutionalized people, mental health professionals may object because they believe that many mentally ill people are better off in institutionalized settings, and relatives of institutionalized persons may object to avoid admitting earlier mistakes in institutionalizing the person in the first place. The author addresses the roles of the media and labeling by mental health professionals in perpetuating myths about mental illness. She suggests ways in which the public can become better educated about people who are mentally ill. This should relieve much of the tension surrounding deinstitutionalization.

Ayuso Gutierrez, J.L., & Saiz Ruiz, J. A comparative study of the psychiatric nurses' attitudes towards mental patients. International Journal of Social Psychiatry, 1978, 24(1), 47-52.

A study in which the attitudes of university students and psychiatric nurses toward psychiatric patients were compared, using four measures: a semantic differential, questionnaires relating to the etiology of mental illness and the prognosis of mental problems, and a social distance scale. Subjects were 328 university students and 50 psychiatric nurses, all in Madrid, Spain. Results indicated that the two groups differed very little on etiology questions and on semantic differentials. However, there were significant differences on prognosis and treatment questions, with psychiatric nurses being much more likely than university students to recommend long hospitalization. Results also showed that, although the psychiatric nurses in the sample shared many stereotypic attitudes toward mental patients, the nurses did indicate closer social distance responses than those indicated by the students.

Barley, W.D. Some causes of labeling bias in psychiatric diagnosis. Paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

An in-depth discussion of labeling as it relates to psychiatric diagnosis, and a report on an experimental study based on labeling theory predictions.

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Variables manipulated were label attributed to the stimulus person (psychotic versus none), setting (clinical diagnosis versus non-clinical study), basis for judgments by subjects (inference versus behavioral description), and level of subject's training (advanced graduate student in psychology versus undergraduate). Contrary to expectations, graduate students were not susceptible to the labeling bias or any of the other experimental manipulations. Undergraduates, on the other hand, were significantly affected by the labeling and by the interaction between basis for judgment and setting. The author concludes that the labeling bias phenomenon may be more complicated than expected and that current graduate students may be less susceptible than in the past to its effects.

Berk, B.B., & Goertzel, V. Selection versus role occupancy as determinants of role-related attitudes among psychiatric aides. Journal of Health and Social Behavior, 1975, 16(2), 183-191.

A study of attitudes in the context of organizational policies and practices. It was found that, in the mental hospital studied, both selection and role occupancy created increasing custodialism among staff.

Berman, D.S. Judgemental bias and perceived mental illness. Dissertation Abstracts International, 1975(Nov.), 36(5-B), 2517-2518.

An empirical study of the effects of labeling on attributions. Subjects were shown videotapes of a person making a speech to a mental health group and asked to rate this person on a number of dimensions. Experimental conditions included the label given to the stimulus person (patient, ex-patient, or orderly), the size of subject's perceptual units (fine or gross), and whether or not subjects were given a standard with which to compare the stimulus person's speech. As predicted, patients and ex-patients were evaluated more favorably than orderlies and their actions were attributed more to internal motivation, although there was no significant difference between patients and ex-patients. Overall, the "standard of comparison"/"no standard" manipulation caused no significant difference, although there was a tendency in the no standard condition to rate the patient as more adjusted than the ex-patient, and the ex-patient as more adjusted than the orderly.

Berman, D.S., & Fry, P.B. Pariah or paragon? Student teachers' evaluations of enrolling mentally ill students. Psychology in the Schools, 1978, 15(4), 529-532.

A report on a study assessing attitudes of student teachers toward students who had been hospitalized for mental illness. Subjects were given information on a child with the understanding that the stimulus person would be placed in their class or in someone else's. They were led to believe that the child 1) had been released from a hospital after treatment for mental illness, 2) had been released from a hospital after surgical treatment for a non-permanent injury, or 3) had just moved to the neighborhood as a result of his/her father's job transfer. Subjects gave significantly lower ratings on five of eight measures to the "mentally ill" child than to the child in either of the other two conditions. There was no difference in responses between those who believed the child was to be placed in their class versus those who believed the child would be placed in someone else's class. These findings are discussed in terms of the relative usefulness of relaying labeling information to teachers.

Bowen, W.T.; Twemlow, S.W.; & Boquet, R.E. Assessing community attitudes toward mental illness. *Hospital & Community Psychiatry*, 1978, *29*(4), 251-253.

A report on a large scale survey of community attitudes toward mental illness and former mental patients. The researchers combined an assessment of attitudes with a campaign to locate family-care sponsors for persons being reintegrated into the community. In general, those responding to the mailed survey held positive attitudes toward mentally ill people. Few considered mental illness to be a "punishment" for sins; most responded that mental illness is the result of physiological problems or childhood environment difficulties. By staggering the mailing of surveys, the researchers were able to conclude that staff efforts to improve community attitudes toward mentally ill people had little or no effect on these attitudes. The project succeeded in locating a substantial number of persons willing to provide living situations for deinstitutionalized persons.

Brady, M.M. Nurses' attitudes toward a patient who has had a psychiatric hospitalization. *Dissertation Abstracts International*, 1977(Apr.), *37* (10-B), 4988-4989.

A study of the effect of information about a patient's psychiatric history on the attitudes and behavioral intentions of nurses. Subjects were led to believe that a particular patient either had or had not been hospitalized previously for psychiatric reasons. They were then shown one of two videotapes of the patient exhibiting some degree of disturbed behavior, and asked to respond to a 98-item questionnaire. Although six items supported the hypotheses that a patient's past psychiatric history would affect the nurses' expressed attitudes and "action attitudes," the rest did not show a clear statistical relationship.

Brockman, J., & D'Arcy, C. Correlates of attitudinal social distance toward the mentally ill: A review and re-survey. *Social Psychiatry*, 1978, *13*(2), 69-77.

There has been a consensus in the literature that positive attitudes toward the ex-mental patient are inversely related to age, directly related to education, and not related to sex. There has been some controversy over whether familiarity with people who have been mentally ill encourages positive attitudes toward them. A 1974 resurvey of E. Cumming and J. Cumming's (1957) baseline study area shows a slight overall shift toward more acceptance of the mentally ill and appears to support the often-found relationships between age, education, and attitudinal social distance. Multiple regression analysis, however, suggests that education has no appreciable impact on attitudes and that age has negative influence only for those in the over-40 age group. Neither sex nor familiarity

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shows significant association with social distance. An item-by-item analysis of the social distance scale revealed that of 11 significant relationships, age accounted for 6 of them, education for 2, and familiarity for 3. Because of the particularly high negative correlations between age and items concerning marriage and falling in love, the possibility arises that these social distance items may be reactive to changing cultural patterns and largely responsible for indications that attitudes have become more favorable. Analyses suggest that this is not the case and that explanations for more positive attitudes must be sought elsewhere. (Journal summary) (PA)

Brown, B.S. Critical concerns: National health insurance. Psychiatric Quarterly, 1978, 50(1), 22-26.

Discusses questions related to possible forms of mental health coverage in expected future implementation of plans for national health insurance. Unresolved questions are explored, and a factual and conceptual backdrop to current health care services is provided. Lags in mental health insurance coverage may be the result of certain myths about mental illness: (a) that utilization and costs of treatment for mental illness are unpredictable, (b) psychiatric illness always requires long-term care, (c) psychiatric outpatient care is slow, (d) psychiatric treatment is of doubtful effectiveness, (e) there is no agreement on diagnoses or appropriate treatment for psychiatric problems, (f) insurance should not cover mental health problems because they are not medical but rather "problems of living," and (g) there is little grassroots demand for mental health insurance benefits. Contrary evidence is presented in refutation of each of these claims. (S. Sieracki) (PA)

Carroll, C.F., & Reppucci, N.D. Meanings that professionals attach to labels for children. Journal of Consulting and Clinical Psychology, 1978, 46(2), 372-374.

A study assessing the implications of different labels to members of two different professional groups which come in contact with labeled children. Subjects were regular classroom teachers and a variety of mental health workers affiliated with either a child guidance center or a mental health clinic. They were also asked to complete a questionnaire based on labels only. There were differences in responses to these questions among conditions, and there were differences within condition between professional groups. The authors address the implications of these findings.

Cooper, A.F. Deafness and psychiatric illness. British Journal of Psychiatry, 1976(Sep.), 129, 216-226.

See Hearing Impairment.

Craig, A.E., & Hyatt, B.A. Chronicity in mental illness: A theory on the role of change. Perspectives in Psychiatric Care, 1978, 16(3), 139-144, 153-154.

Discusses how mental health professionals define "chronicity." Regrettably, patients are written off by practitioners once they are termed chronic, and the present understanding of chronicity hinders our dealings with mental illness. Professionals are challenged to review their attitudes toward chronicity and to incorporate some of the new ideas in the selection of chronic patients. (M.L. Hogan) (PA)

Critchley, D.L. The adverse influence of psychiatric diagnostic labels on the observation of child behavior. American Journal of Orthopsychiatry, 1979, 49(1), 157-160.

A study to experimentally assess the effects of psychiatric labels on nurses' perceptions of the behaviors of children. Each subject viewed three films in which nondisabled children were seen playing and talking with a child psychiatrist. All films were identical across subjects. Subjects also received booklets describing the behaviors which would be seen. Experimental conditions were manipulated by labeling the cases "normal," "schizophrenic," or "obsessive compulsive." Each subject was led to believe that she/he was seeing one child in each category, although the labels were varied among the three films. Results supported the hypothesis that labels affect perceptions of behaviors. Nurses were significantly more likely to classify a child's behavior as more disturbed if they believed that the child was obsessive-compulsive or schizophrenic than if they believed the child was "normal."

Crocetti, G.M. Identification of the mental illnesses and social distance toward the mentally ill. Dissertation Abstracts International, 1978 (Mar.), 38(9-A), 5749.

A review of public attitudes toward mental illness and of social distancing from people identified as being mentally ill. This article reports on a number of studies done over a twenty year period. Three studies are examined in detail: a 1950 national study, a 1960 city-wide survey of Baltimore, and a 1970 survey of blue collar workers in Baltimore. Findings indicate that acceptance or rejection of persons defined as mentally ill is a function of the group's social structure. The author discusses these findings in terms of the current trend toward alternate living situations for mentally ill persons who have been institutionalized.

Del Gaudio, A.C.; Stein, L.S.; Ansley, M.Y.; & Carpenter, P.J. Attitudes of therapists varying in community mental health ideology and democratic values. Journal of Consulting & Clinical Psychology, 1976, 44(4), 646-655.

A report on a study which supports previous findings that therapists' preference for middle-class, high-insight, and less disturbed patients is related to therapists' degree of adherence to community mental health ideology and democratic values.

Dhir, A., & Shirali, K.A. Effect of psychiatric education on attitude of medical students towards the mentally ill. Indian Journal of Clinical Psychology, 1978, 5(2), 173-178.

300 medical students with varying degrees of psychiatric education and exposure to the mentally ill were compared with 200 psychology and non-

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psychology, nonmedical students on the Opinions About Mental Illness scale. The scale consists of five factors -- Authoritarianism, Benevolence, Social Restrictiveness, Mental Hygiene, Ideology, and Interpersonal Etiology. Freshmen and second year medical students were significantly different from final year medical students: They were more benevolent, less authoritarian, and less socially restrictive. Subjects from upper and middle classes had more favorable attitudes toward the mentally ill, as did subjects whose parents were defense personnel, doctors, or businessmen, rather than government servants, teachers, and laborers. (Journal abstract) (PA)

Dickson, R.L. The relationship between attitudes and reinforcers: An investigation with emotionally disturbed children. The Journal of Special Education, 1976, 10(4), 365-370.

A study which investigates the effectiveness of different kinds of reinforcement and pretreatment on the attitudes of emotionally disturbed children.

Distefano, M.K., & Pryer, M.W. Follow-up of mental health attitudes of psychiatric aides after training. Psychological Reports, 1979, 45(3), 801-802.

A follow-up study to determine whether changes in attitudes toward mental illness as a result of training would remain stable over time. Twenty-eight psychiatric aides who had completed their training 24 to 39 months earlier were administered the Opinions About Mental Illness Scale. These responses were compared to their responses before training and immediately after training. Results indicated stable change on three factors (Benevolence, Mental Health Ideology, and Social Restrictiveness), positive change on one factor (Authoritarianism), and negative change on one factor (Interpersonal Etiology). Further analysis revealed that the negative change resulted from post-training work experience.

Drevenstedt, J., & Banziger, G. Attitudes toward the elderly and toward the mentally ill. Psychological Reports, 1977, 41(2), 347-353.

A study which attempted to identify similarities between attitudes toward old people and attitudes toward mentally ill people. Subjects were asked to complete the Attitudes Toward Old People Scale, the Opinions About Mental Illness Scale, and a scale designed by the authors to measure attitudes toward the deteriorative aspects of mental illness. Mental illness factors which correlated significantly with Attitudes Toward Old People scores were Authoritarianism, Mental Health Ideology, Social Restrictiveness, and Interpersonal Etiology. The Authoritarianism factor accounted for the greatest amount of variance in Attitudes Toward Old People scores. In addition, findings indicated that females responded significantly more positively than males to Old People items and that there was a small, but significant, relationship between number of psychology courses taken and attitudes toward old people.

MENTAL ILLNESS (Cont.)

Dye, C.A. Effects of persuasion and autotelic inquiry methods on attitude change. Perceptual and Motor Skills, 1978, 47(3), 943-949.

A comparative evaluation of two methods of attitude change. Nursing students were placed in one of two group therapy treatment conditions: persuasive communication or autotelic inquiry (simulation). After 16 sessions of 90 minutes each, subjects were administered the Attitudes Toward Old People Scale and the Opinions About Mental Illness Scale. Responses were analyzed by comparing each subject's pretest scores with his/her post-test and delayed post-test scores. It was hypothesized that subjects in either therapy condition would show more change than control subjects, and that attitude change would be greater among subjects in the autotelic inquiry group who demonstrated "internal" rather than "external" locus of control, and among subjects in the persuasive communication group who demonstrated external rather than internal locus of control. Subjects in the autotelic inquiry group showed significant change on the Interpersonal Etiology factor of the Opinions About Mental Illness Scale. This was the only significant change. Locus of control analyses produced no significant differences.

Erinosho, O.A., & Ayonrinde, A. A comparative study of opinion and knowledge about mental illness in different societies. Psychiatry, 1978, 41(4), 403-410.

A large scale survey on the likelihood of Nigerian subjects to label people in case studies as "mentally ill." Subjects were 771 urban and rural men and women whose education ranged from none to university level. They were given four brief case studies and asked to tell what they thought about each individual who had been described, where they felt he/she should go for help, and whether or not they believed they could live with, marry, or work with each person in the case studies. The people described in the brief scenes were: 1) a person with simple schizophrenia, 2) a person with paranoid schizophrenia, 3) a person with anxiety neurosis (depression), and 4) a person with a severe drinking problem. Results indicated that most subjects did not identify these people as "mentally ill." The man with paranoid schizophrenia was the one most likely to be labeled as such. There were highly significant differences between findings of this study and results of similar studies conducted in the United States, Canada, Japan, Australia, and New Zealand.

Farina, A.; Fisher, J.D.; Getter, H.; & Fischer, E.H. Some consequences of changing people's views regarding the nature of mental illness. Journal of Abnormal Psychology, 1978, 87(2), 272-279.

A report on three experimental studies in which the researchers attempted to determine the relative effects of describing mental illness as a disease or as a result of social learning. In the first two studies, subjects were asked to read a brief description of a clinic, the types of problems treated there, and a patient with mental illness. For half the subjects, mental illness was discussed as a disease; for half, it was discussed as a combination of problems with the person and the environment. As hypothesized, those receiving the "disease" condition felt that

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the patient could do little to help himself, whereas those receiving the "social learning" condition felt that self-help would be effective. In the third study, this phenomenon was assessed further. Subjects were given a "disease" message or a "social learning" message prior to an agreed-to therapy session. They were then asked to keep a journal for one week and to record problems similar to the ones that came up in therapy. Results showed that those subjects who had received the "disease" message thought about their problems less frequently. The authors consider this to be the result of subjects who received the "disease" message believing that they could not solve their problems and, therefore, should not think of them.

Farina, A.; Murray, P.J.; & Groh, T. Sex and worker acceptance of a former mental patient. Journal of Consulting and Clinical Psychology, 1978, 46(5), 887-891.

A report on the fifth in a series of studies on the response of individuals to former mental patients. In this study, workers were asked to evaluate a job applicant whom they believed to be either a former mental patient or about whom they were not given any mental history information. In addition, for half the subjects, the "applicant" appeared to be very nervous; for the other half, she appeared calm. The researchers discuss results of this study singly, and in comparison to the other studies in this series. It was found that: 1) Subjects preferred the calm stimulus person to the nervous one; 2) Female subjects were more accepting than male subjects of persons they believed to be former mental patients; and 3) Male subjects were more accepting of female former mental patients than male ones. These findings and their implications are discussed at length.

Farina, A.; Thaw, J.; Felner, R.D.; & Hust, B.E. Some interpersonal consequences of being mentally ill or mentally retarded. American Journal of Mental Deficiency, 1976, 80(4), 414-422.

Investigated whether (a) demeaning conditions elicit uniformly unfavorable reactions and (b) social responses vary as a function of differences in the stigmas possessed. The study was conducted at an institution for mentally retarded persons. Subjects were transported to the institution, and under the guise of being "normal," mentally ill, or mentally retarded, each confederate met three independent groups of subjects. The verbal reports of the subjects did not vary a great deal as a function of condition, but amount of pain inflicted in an experimental task was strikingly different. In the mentally retarded confederate condition, shocks delivered were shorter and less intense than those given in the "normal" or mentally ill confederate conditions. Since subjects had to teach the confederate, they might have been kinder in the mentally retarded confederate condition because less was expected of the learner. Results also suggest that the social impact of stigmas depends on the personal characteristics of the stigmatized person. (Journal abstract) (PA)

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Foster, G., & Ysseldyke, J. Expectancy and halo effects as a result of artificially induced teacher bias. Contemporary Educational Psychology, 1976, 1(1), 37-45.

See Learning Disabilities.

Freeman, S., & Algozzine, B. Social acceptability as a function of labels and assigned attributes. American Journal of Mental Deficiency, 1980, 84(6), 589-595.

See Learning Disabilities.

Gerke, R.E. The effects of mainstreaming on the self-concept and reading achievement of exceptional children at the elementary level. Dissertation Abstracts International, 1976(May), 36(11-A), 7337-7338.

A report on a study to assess the effects of various learning environments on the self concept and reading ability of mentally retarded and emotionally disturbed elementary school children. Subjects were children in ten school districts in New Jersey. Comparisons were made between mentally retarded students and emotionally disturbed students, between those in segregated classrooms and those in integrated classrooms with access to a reading room, and among the ten school districts. Dependent measures were the Wide Range Achievement Test, Reading Level I, and the Piers-Harris Children's Self Concept Scale. The only significant differences found were in the reading vocabulary scores, between mentally retarded children and emotionally disturbed children, and among school districts. No other differences reached significance.

Godejohn, C.J.; Taylor, J.; Muhlenkamp, A.F.; & Blaesser, W. Effect of simulation gaming on attitudes toward mental illness. Nursing Research, 1975, 24(5), 367-370.

A report on a study to evaluate the effectiveness of simulation gaming in changing specific factors of attitudes toward mentally ill individuals. Subjects for the study were nursing students who scored most conservatively on the Authoritarianism and the Social Restrictiveness factors on the Opinions About Mental Illness Scale (OMI). Subjects were randomly assigned from this subject pool to a control condition or a simulation gaming (experimental) condition. Subjects in the experimental condition participated in two simulation games, both of which had been specifically designed to effect change on the Authoritarianism and Social Restrictiveness factors of the OMI scale. Results were highly significant, with experimental group scores decreasing on the two targeted factors, but not on the other three, while the control group scores did not change significantly. These results are discussed in some detail.

Goppelt, J.W. A patient is not a disease. Journal of the American Medical Association, 1978, 239(6), 495.

A brief, though excellent, letter to the editor in which the author stresses the importance of attending to the person, not the disability. He suggests that it is just as negative and as dangerous for a psychiatrist to refer to "this schizophrenic" or "that manic-depressive" as it is for a surgeon or internist to speak of "the gallbladder in bed 3" or "the appendix in bed 1." He points out that this attitude among physicians/psychiatrists can influence the attitudes of others.

Gorman, M. Community absorption of the mentally ill: The new challenge. Community Mental Health Journal, 1976, 12(2), 119-127.

The transcript of a speech congratulating the River Region Mental Health-Mental Retardation Board for their success in facilitating the development of community-based mental health centers. The speaker discusses the rather rocky history of reintegration of mentally ill and mentally retarded people into the community, pointing out both the attitudinal and political barriers to the success of these efforts. He suggests that the River Region Program owes much of its success to the decision of its Board to divide the large region into 16 smaller service areas, and to work with representatives in each of the 16 communities toward the development of each center. He stresses the value of community involvement in breaking down of attitudinal barriers to mainstreaming.

Greenley, J.R. Familial expectations, posthospital adjustment, and the societal reaction perspective on mental illness. Journal of Health & Social Behavior, 1979, 20(3), 217-227.

Investigated a proposition derived from the labeling theory of mental illness: that the level of a person's psychiatric symptomatology is influenced by the symptom-relevant expectations of his or her significant others. A four year follow-up study of 31 21-65 year old released psychiatric patients used (a) a measure of the patient's symptomatology as reported by the subject's closest relative, (b) family reports of role performance at follow-up, and (c) measures of family-member expectations of patient's postrelease performance. Results show no support for the proposition. (Journal abstract) (PA)

Grove, M.S. Social work intervention to reduce the stigma attached to mental illness by the families of psychiatric patients in western Jamaica. Dissertation Abstracts International, 1979(Apr.), 39(10-A), 6337.

A report on the effects of social work intervention in Jamaica on the attitudes of former mental patients and their families toward mental illness. The author discusses the stigma which is attached to the "mental illness" label, and the related failure of mental health services. Subjects were 88 recent psychiatric patients and their families, who were placed randomly in either a control condition or an experimental condition. Those in the experimental condition received social work intervention for three months following discharge from the mental institution. Although families in both conditions remained reluctant about acknowledging the disability, those in the experimental condition showed reduced rejection of the patient and of mental illness in general. Furthermore, there were significantly fewer rehospitalizations among experimental subjects than among control subjects during the three month period.

MENTAL ILLNESS (Cont.)

Jackson, J.D.; Smith, M.C.; & Liao, W.C. Validation of sick role rights for mental illness. Psychological Reports, 1978, 43(2), 426.

An assessment of the effects of severity of disability and presence or absence of prescription medication on the attribution of sick role rights and on exclusion from blame for condition. Subjects were each given three vignettes about people they believed were psychotic, neurotic, or had a personality disorder. In addition, half the subjects were told that the stimulus person had been given prescription medication. Both severity of disability and presence of prescription medication had significant effects (though not a significant interaction) on subjects' willingness to recommend the person be exempted from customary duties and on subjects' unwillingness to blame the stimulus person for his condition.

Jalali, B.; Jalali, M.; & Turner, F. Attitudes toward mental illness. Journal of Nervous and Mental Disease, 1978, 166(10), 692-700.

A report on a large scale survey in New Jersey of attitudes toward mentally ill people. The survey was done by means of house visits. Subjects were asked to complete three questionnaires, two of them self-administered. Analysis of results indicated no major differences between the New Jersey sample and an earlier Baltimore sample. Significant differences, however, were found among various ethnic groups. Sex of subject also had an impact on responses. In general, Northern European women had the most positive attitudes toward mentally ill persons, and they were not likely to deny contact with mentally ill individuals. American born men and women were at the middle point, and Southern European men and women were on the negative side of midpoint. Black women expressed the most negative attitudes and were most likely to deny contact. The authors suggest these findings be considered when mainstreaming mentally ill persons back into the community.

Janus, S.S.; Bess, B.E.; Cadden, J.J.; & Greenwald, H. Training police officers to distinguish mental illness. American Journal of Psychiatry, 1980, 137(2), 228-229.

An evaluation of a program intended to increase police officers' knowledge of and sensitivity to mentally ill persons. Subjects were 160 full-time police officers who were taking a required course in introductory psychology as a police training requirement. For one-half of these subjects (the experimental group), the training included 16 hours of coursework in abnormal psychology and psychiatric description and syndrome. For the other half, there was no such component. After completion of the course, subjects were shown two films of psychotic persons and asked to write a report to be presented to a psychiatrist describing the scene. Those in the experimental group scored significantly higher than those in the control group on accurately describing the patient. In addition, those in the experimental group treated the situation more seriously than those in the control group, and they exhibited more sympathy for the stimulus persons.

MENTAL ILLNESS (Cont.)

Jeger, A.M. The effects of a behavioral consultation program on consultees, clients, and the social environment. Dissertation Abstracts International, 1977(Sep.), 38(3-B), 1405-1406.

A report on a consultation program at a state psychiatric institution. The program involved training for non-professional staff and the introduction of a token economy for adolescent residents. Change was measured for the clients, the staff, and the ward as a whole. Measures were: 1) ratings by staff on knowledge of behavior modification, attitudes toward behavior modification, attitudes toward mental illness, social learning orientation, and job satisfaction; 2) observational ratings of clients' behavior, concentrating on social interaction; and 3) ratings by staff of "ward atmosphere." Results showed positive changes among staff persons on knowledge of and attitudes toward behavior modification and on attitudes toward mental illness. In addition, clients in the experimental program demonstrated increased interaction, while social atmosphere changed positively.

Kahn, M.W.; Obstfeld, L.; & Heiman, E. Staff conceptions of patients' attitudes toward mental disorder and hospitalization as compared to patients' and staff's actual attitudes. Journal of Clinical Psychology, 1979, 35(2), 415-420.

A study which compares staff attitudes toward mental health issues with those of the patients and with staff's perceptions of patient views. Subjects were 50 patients at a mental health center and the 25 ward personnel who worked with them. All subjects (patients and staff) were asked to complete the Colorado Psychopathic Hospital Factor Scale which sought responses of subjects toward 1) the degree of authoritarian control by the hospital, 2) the amount of negative attitude toward the hospital, 3) externality of causes, treatment, and control, 4) the degree of physicalness and dependency involved in treatment, and 5) psychological orientation. In addition, staff members were asked to complete responses as they thought their patients would. In all cases, staff members expressed attitudes for themselves which represented a more "positive mental health view" than those they expressed for patients. However, in all cases, patients' own views, though less than those expressed by staff for themselves, were higher than those staff members attributed to patients.

Kelly, L.M. The effects of the mental illness label on patient and staff attributions. Dissertation Abstracts International, 1977(Sep.), 38(3-B), 1406-1407.

A report on an attempt to measure the effects of a number of variables on attributions for behavior. Subjects were patients and attendants at a state mental hospital. Variables in this very complex design were type of subject (patient or attendant), sex of subject, type of stimulus person (self, patient, or attendant), and appropriateness of behavior (inappropriate, moderately appropriate, appropriate). Subjects were asked to rate the appropriateness of the behavior and the reason for the behavior (classified by the experimenter as internal or external attribution). Some significant differences were found as a result of interactions. However, findings were far from conclusive. The author suggests that the effects of a mental illness label are more complex than originally thought. She discusses the findings in terms of methodological difficulties, and she makes suggestions for future research to clarify results.

Koop, V.R. The dispositional effects of mental illness labelling on person perception. Dissertation Abstracts International, 1978(Apr.), 38(10-B), 4990.

A series of three studies to assess the effect of different mental illness labels on the perceptions or conceptualizations of stimulus persons by various sample populations. Subject groups were high school students, nurses, and graduate students in counselling psychology. In all but control conditions, subjects viewed a stimulus person who had been labeled as having a personal problem (for high school subjects) or being a neurotic depressive (for nurse and graduate student subjects); as being mentally ill (for high school subjects) or being a psychotic depressive (for nurse and graduate student subjects); or as having no label (for all subjects). Control group subjects made their ratings on the basis of labels only, without having seen the target person. Results failed to find predicted differences among sample populations and among label conditions. The only significant difference was found between subjects in experimental and control conditions. This suggests a difference between person perception and person conception.

Koutrelakos, J.; Gedeon, S.M.; & Struening, E.L. Opinions about mental illness: A comparison of American and Greek professionals and laymen. Psychological Reports, 1978, 43(3), 915-923.

A large scale study comparing the attitudes of matched samples of Greek and American mental health professionals. Attitudes toward mental illness were measured by use of the Opinions About Mental Illness questionnaire. Independent variables were nationality (Greek or American), occupation (business administrators or mental health professionals), and sex. Factor analyses revealed that the most predictive variable was nationality. Two important factors, Authoritarian-Restrictiveness and Familial Interaction, emerged as attitudinal dimensions. The authors discuss the cultural significance of these factors, regardless of professional training.

Lehman, M.K. Psychiatry in the public eye. Psychiatric Opinion, 1978, 15(11), 26-31.

Discusses recommendations made by a task panel of the President's Commission on Mental Health that was charged with investigating public attitudes toward the mentally ill, public understanding, and the use of media for the promotion of mental health. Proposals include (a) designing and using new types of research and research instruments to investigate the issues raised; (b) the establishment of a Task Force on Stigma and Public Understanding of the Mentally Disabled in the Department of Health, Education, and Welfare; and (c) the establishment of a collaborative media resource center. (PA)

MENTAL ILLNESS (Cont.)

Lester, D., & Pickett, C. Attitudes toward mental illness in police officers. Psychological Reports, 1978, 42(3), 888.

A study to assess the attitudes of police officers toward mental health. The subjects were asked to complete the Opinions About Mental Illness Scale. Results were analyzed for correlation with a number of demographic variables and were also compared with the responses of a sample of mental health paraprofessionals. It was found that: 1) Scores were positively correlated with age and work experience, with older, more experienced officers expressing more positive attitudes; 2) The officers received negative scores on the Authoritarianism, Social Restrictiveness, and Interpersonal Etiology scales, and received positive scores on the Benevolence and Mental Hygiene Ideology scales; and 3) The officers did, however, express more negative attitudes toward mental illness than did a comparative sample of mental health workers.

Levin, C. Attitudes of mental health professionals toward mental illness as a function of labeling and social desirability. Dissertation Abstracts International, 1978(Jan.), 38(7-B), 3403-3404.

A study which attempted to define the effects of labeling and social desirability on attitudes of mental health professionals. Subjects were divided into two groups based on responses to the Marlowe-Crowne Test for Social Desirability (high versus low social desirability conditions). Subjects were then randomly assigned to one of two label conditions. They were shown a videotape of a nondisabled person whom had been labeled as having a previous history of physical illness (control) or of mental illness (experimental). Hypotheses predicted that subjects in the experimental condition would be more likely than those in the control condition 1) to evaluate the stimulus person's characteristics more severely, 2) to decide not to hire the stimulus person, and 3) to give the stimulus person lower ratings of competence. It was also hypothesized that subjects high on social desirability would exhibit higher scores than subjects low on social desirability on specific subsets of measures. Results indicated no support for the first three hypotheses, and gave findings contrary to hypothesis 3. The author suggests that social desirability is operative under a variety of circumstances.

Levine, B.G. Attitudes of Head Start teachers and aides toward handicapped children. Dissertation Abstracts International, 1976(Oct.), 37(4-A), 2112-2113.

See Hearing Impairment.

Levinson, M., & Distefano, M.K. Effects of brief training on mental health knowledge and attitudes of law enforcement officers. Journal of Police Science and Administration, 1979, 7(2), 241-244.

A discussion of a project which involved giving 24 law enforcement officers 16 hours of instruction on mental illness and emotional disorders as part of their regular curriculum. There was an emphasis on how law enforcement officers should handle situations involving people with emotional disturbances. A Mental Health Knowledge Test and Opinions About Mental Illness Scale were used. Results showed an increase in knowledge of mental health concepts and a favorable change in attitudes. The authors caution that these are short-term improvements and that more research is needed to assess the long-range impact of such training.

Leymaster, R.D. A study of public attitude toward mental health disorders and professional need for mental health services in Iowa. Dissertation Abstracts International, 1977(Apr.), 37(10-B), 5361.

A report on the findings of two surveys on attitudes toward mental health and mental health services. Professionals and nonprofessionals in 12 areas of Iowa were surveyed. It was found that: 1) Although both men and women expressed positive attitudes toward mental health and mental health facilities, women indicated a greater willingness to actually use the services. 2) There was a positive relationship between years of formal education and attitudes toward mental health and mental health facilities. 3) Age of subject and size of community did not significantly affect responses to the survey. 4) There was a difference in expressed need from one area of the state to another. 5) Physicians and others in the "helping" professions expressed a strong need for mental health programs.

Linter, J.M. Reflections on the media and the mental patient. Hospital & Community Psychiatry, 1979, 30(6), 415-416.

A very strong statement supporting remarks made by Rosalynn Carter on the treatment of mental illness by the media. The author, a private citizen and a former volunteer worker at a mental health hospital, criticizes the media's emphasis of a person's previous mental illness and suggests that the emphasis is a direct result of sensationalism. He gives several specific examples in which the print media has needlessly biased the general public against people who have a history of mental illness.

Maas, E. Children's understanding of emotionally, mentally, and physically handicapped behaviors and related mental health concepts: A developmental study. Dissertation Abstracts International, 1977(Jul.), 38(1-B), 368-369.

A study comparing perceptions of second, fourth, and sixth graders of cartoon strip characters who were portrayed as mentally retarded, "crippled," neurotic, or autistic. The author suggests that results could be considered within the social-cognitive development framework as reflective of cognitive decentering and increasing exposure to social attitudes as the child ages. Specifically, second graders were more likely than others to suggest that behaviors could change with effort; fourth graders were more likely to suggest the role of environmental factors; and sixth graders were more likely to consider all factors. Autistic and neurotic children were rated less favorably than mentally retarded or physically disabled children.

MENTAL ILLNESS (Cont.)

Marcus, L.M. Patterns of coping in families of psychotic children. American Journal of Orthopsychiatry, 1977, 47(3), 388-399.

A discussion of the nature of family adaptation to severely and chronically disabling cognitive and behavioral conditions. The relationship between atypical development and family response is examined to derive basic concepts (e.g., parents' perceptions of their child's unusual characteristics, effects on social relationships), and to suggest strategies for intervention and research. This is a comprehensive and effective look at family attitudes, coping mechanisms, and stresses involved in having a disabled child, containing a good synthesis of issues developed in previous research on this topic.

Morrison, J.K., et al. Attitudes of community gatekeepers and psychiatric social workers toward mental illness. Journal of Community Psychology, 1979, 7(2), 147-150.

The Client Attitude Questionnaire was administered to 58 nonpsychiatrist physicians, 52 lawyers, and 47 clergymen, and their responses were compared with those of 63 psychiatric social workers. Results indicate that community gatekeepers (i.e., physicians, lawyers, and clergy) maintained more traditional attitudes toward mental illness than did community psychiatric social workers. Although on some items social workers reflected adoption of certain medical model type attitudes (e.g., acceptance of schizophrenia as a valid category of mental illness), on other items their attitudes suggested an antimedical position (e.g., mental patients' behavior is as predictable as anyone else's). Physicians were the most accepting of the traditional medical model; they were the only group to reject the assertion that a mental hospital is often a place where society dumps its poor; and they were the only group to accept mental hospitals with locked wards, ECT for some very depressed patients, and the necessity of medication to keep patients from returning to the mental hospital. (M. Ellison-Pounsel) (PA)

Morrison, J.K.; Becker, R.E.; & Bourgeois, C.A. Decreasing adolescents' fear of mental patients by means of demythologizing. Psychological Reports, 1979, 44(3, Pt. 1), 855-859.

A report on a study in which subjects (n=24) were presented with one 50 minute health class devoted to breaking down myths and stereotypes about mental illness. A pre-test and a five week post-test showed a significant improvement in attitudes toward people with mental illness on a paper and pencil measure. The change showed a rejection of the medical model approach and a reduction in fear.

Morrison, J.K.; Cocozza, J.J.; & Vanderwyst, D. Changing students' constructs of mental patients by means of educative seminars. Journal of Clinical Psychology, 1978, 34(2), 482-483.

A report on an empirical study which assessed the effects of a didactic demythologizing seminar on the attitudes of college students toward people with mental illness. Attitude change was measured by two survey instruments, the Client Attitude Questionnaire (CAQ) and the Semantic Differential (SD). Results indicate that subjects who had attended a single didactic presentation showed a significant change from a medical approach to a psychosocial (non-medical) approach, as measured by the CAQ, and from less positive to more positive attitudes toward clients, as measured by the SD. These results were stable from short-term post-test to long-term (five weeks later) post-test. The authors interpret these results to suggest the usefulness of both didactic presentations and a non-medical approach to mental illness.

Morrison, J.K., & Hanson, G.D. Clinical psychologists in the vanguard: Current attitudes toward mental illness. Professional Psychology, 1978, 9(2), 240-248.

A study which showed that, in response to six statements reflecting attitudes toward the traditional medical model, 16 clinical psychologists indicated greater acceptance of the antimedical paradigm than did 26 psychiatrists, 25 psychiatric social workers, 23 psychiatric nurses, and 61 psychiatric out-patients. The authors suggest the following reasons for this finding: psychologists' rejection of the medical model reflected their wish to change the power structure in the mental health field away from physicians' control; the psychologists were more aware of alternative approaches; and the psychologists acknowledged the failure of the medical model to work. The authors caution against too much generalization of these findings and suggest attempts to replicate the study.

Morrison, J.K.; Madrazo-Peterson, R.; & Simons, P. Attitudes toward mental illness: A conflict between students and professionals. Psychological Reports, 1977, 41 (3, Pt. 1), 1013-1014.

A study to measure differences in attitudes toward a medical model approach to mental illness among professionals in "gatekeeper" roles and students training for such roles. There were significant differences found, as assessed by the Client Attitude Questionnaire. As hypothesized, physicians were more favorable toward the medical model than were medical students, and lawyers were more favorable toward the same model than law students. In addition, results indicate that physicians held more positive attitudes toward the medical model than law students, and medical students more positive than lawyers. The authors also report on another (unpublished) study in which physicians were more accepting of the model than lawyers. The authors discuss these findings in terms of future referrals of mental patients to clinical interventions.

Morrison, J.K., & Teta, D.C. Effect of demythologizing seminars on attributions to mental health professionals. Psychological Reports, 1978, 43(2), 493-494.

A study to determine the effects of a series of ten seminars on the attitudes of students in a particular class toward a medical model of mental health and toward mental health professionals. The seminars were specifically designed to replace a medical model with a psychosocial model. Measurement instruments were a Client Attitude Questionnaire and a Semantic Differential. There were short-term measurements, immediately after completion of the seminars, and long-term measurements, three months later. Results indicated a significant shift from a medical model to a psychological model, which held constant from short-term to long-term follow-up. There was also a slightly negative short-term effect on attitudes toward mental health professionals, but this had disappeared by the time of long-term follow-up.

Morrison, J.K., & Teta, D.C. Increase of positive self-attributions by means of demythologizing seminars. Journal of Clinical Psychology, 1977, 33(4), 1128-1131.

An attempt to change attitudes toward mental illness, as well as increase positive self-attributions, in which 37 community residents were presented a series of demythologizing seminars. As predicted, the data indicated a change in attitude, showing more rejection of the medical model position and more positive self-attribution. The change remained stable at three-month follow-up.

Morrison, J.K., & Teta, D.C. Reducing students' fear of mental illness by means of seminar-induced belief change. Journal of Clinical Psychology, 1980, 36(1), 275-276.

Demonstrated that through brief demythologizing, college students' (n = 32) attitudes toward mental illness could be changed significantly in a nonmedical model (i.e., psychosocial) direction and that this change apparently induced subjects to report a significantly reduced fear of contracting mental illness. (PA)

Murthy, R.S., & Arora, M. Attitude changes in medical postgraduates following short-term training in psychiatry. Indian Journal of Clinical Psychology, 1976, 3(2), 165-169.

Twenty male postgraduate medical students in psychiatric training were administered, pre- and posttraining, 14 standardized vignettes constructed to study attitudes toward the mentally ill. Before and after-training responses were compared in terms of subjects; diagnostic ability, the diagnosed seriousness of the psychiatric problem, social distance, and willingness to assign responsibility. Results indicate that a change in attitudes toward the mentally ill does not necessarily follow increased diagnostic and treatment ability. The need for changes in specific areas of the psychiatric training program is stressed. (Journal abstract) (PA)

A national survey of ways to improve relations with the community. Hospital & Community Psychiatry, 1978, 29(9), 607.

A report on responses to a survey of attitudes toward the mainstreaming of mentally ill people into the community. Respondents included policymakers, service providers, consumers, consumer advocates, community leaders, employers, media personnel, mental health educators, and persons classified as "humanists." Major results indicated: 1) There should be efforts to educate the media and to encourage more favorable portrayals (though not restricting portrayals to favorable ones) of mentally ill people; 2) Patients should be better prepared for mainstreaming, and the community should be better prepared to receive mainstreamed people; 3) It is more important to preserve the mentally ill person's right to live in the community than it is to expand the rights of those in the community to exclude people considered a threat; and 4) There is a need, however, to avoid oversaturation of any community with deinstitutionalized persons.

Novotny, M.A. The effect of sex and attractiveness on mental illness prelabeling. Dissertation Abstracts International, 1977(Aug.), 38(2-B), 912-913.

A study to measure the effects of sex of stimulus person and his/her attractiveness on labels of mental illness. Subjects were shown a pair of photographs and asked to indicate which of the pair was or had been mentally ill. Photographs represented both sexes, three degrees of attractiveness, and various individuals within each category. The hypothesis that, given no other information, women are more likely than men to be labeled mentally ill, was not confirmed. However, the hypothesis that, under the same circumstances, unattractive people are more likely than attractive people to be labeled mentally ill, was confirmed. There was no interaction between sex and attractiveness, and there were no apparent differences based on sex of subject or sex of experimenter. The author discusses the implications of these results.

Nuehring, E.M. Stigma and state hospital patients. American Journal of Orthopsychiatry, 1979, 49(4), 626-633.

A study (n=414) which attempted to measure the degree of social stigma experienced by discharged mental hospital patients and the extent to which these patients were viewed as a burden by family and friends. Predictors of stigma included social class and demographic factors, posthospital situation, emotional functioning, and use of aftercare facilities. However, available measures were able to account for little of the variance in stigma, and further research is suggested to establish more reliable predictors of mental patient stigmatization.

O'Keefe, A.M. Perceptions of the mentally ill and their treatment: Toward meaningful social policy. Dissertation Abstracts International, 1978 (May), 38(11-B), 5583.

A survey assessment of the attitudes of a sample of legislators, lawyers, and psychiatrists in Ohio toward mentally ill people and their treatment. Attitudes were measured on a Perceptions of Mental Illness scale developed for this study. Results of the survey included: 1) All groups, particularly the psychiatrists, felt that psychiatrists should play an important role in all aspects of treatment of mentally ill individuals; 2) In situations outside of the psychiatric hospital setting, psychiatrists were more willing than those in the other two groups to afford mentally ill people more social responsibility; 3) In psychiatric settings, however, psychiatrists were more restrictive than persons in the other two groups; and 4) Lawyers and legislators tended to subscribe to a person-blame explanation of mental illness. The author discusses these findings in terms of labeling theory, cognitive dissonance, and attribution theory. She concludes that results show positive change in attitudes toward mentally ill individuals.

Olmsted, D.W., & Durham, K. Stability of mental health attitudes: A semantic differential study. *Journal of Health & Social Behavior*, 1976, *17*(1), 35-44.

A report on a study to assess the stability of mental health attitudes over time. Contrary to the hypothesis that attitudes toward mental illness would have changed over a nine-year interval, the results of this study revealed that attitudes (as measured by a semantic differential) remained similar. Labeling and individual responsibility for disability were also investigated.

O'Mahoney, P.D. Attitudes to the mentally ill: A trait attribution approach. *Social Psychiatry*, 1979, *14*(2), 95-105.

To investigate the cognitive component of attitudes to the mentally ill, a questionnaire based on the Stereotype Measure of D. Katz and K.W. Braly (1933) was administered to a random sample of 400 adults in Dublin, Ireland. Results show that the public holds stereotyped conceptions of "mental patients," "insane people," and "neurotic people." The neurotic were clearly differentiated but the stereotypes of mental patients and the insane differed from each other in degree and emphasis rather than in content. These groups were generally perceived in terms of unhappiness, confusion, and withdrawal, terms that are predictable concomitants of admission to a psychiatric hospital. A factor analysis of responses suggested the existence of minority stereotypes; a significant minority of subjects perceived mental patients as violent and dangerous. An analysis of the effects of age, sex, and socioeconomic class on conceptions of the mentally ill showed that the youngest subjects held a more positive view of the mentally ill. Class membership was not a major influence on the content of the stereotypes except in the case of the lowest socioeconomic group, a substantial minority of which confused the mentally ill with the mentally retarded. (Journal summary) (PA)

Pearson, P.R., & Sheffield, B.F. Purpose in life and social attitudes in psychiatric patients. *Journal of Clinical Psychology*, 1975, *31*(2), 330-332.

A study, involving 84 male and 97 female psychiatric outpatients, which investigated whether purpose in life is reflected in social attitudes, or whether purpose in life is unrelated to attitudes. The Purpose in Life Test and the Wilson-Patterson Conservatism Scale were used. Results indicated that, for males, purpose in life was related positively to Conservatism, Idealism, Antihedonism, and Religion-Puritanism, but, for females, only to Idealism and Antihedonism. The study was conducted in Blackpool, England.

Peters, G.E. The effect of the stigma of mental illness and of dissimilarity of attitudes on interpersonal distance and perceived similarity. Dissertation Abstracts International, 1975(Jul.), 36(1-B), 496.

A report on a study which used a variety of measures to assess attitudes toward people associated with mental illness. Measures included interpersonal distance (measured by subjects' placement of their chairs in relation to the stimulus person), social distance (measured by responses to five potential interaction situations), perceived similarity (measured by the Semantic Differential Scale and two other personality trait rating scales), and interaction comfort (measured by subjects' verbal output). Subjects interacted with a person whom they were led to believe was an ex-mental patient, the child of an ex-mental patient, or non-stigmatized. Similarity of attitudes was also manipulated. Only the Semantic Differential Scale and a Dependable-Undependable personality trait rating scale showed any significant differences. Subjects perceived least similarity when they believed the person to be an ex-mental patient.

Plata, M. Housing discrimination toward one parent families with a handicapped son. Exceptional Children, 1979, 46(2), 132-133.

A series of three studies which were run to determine the presence or absence of housing discrimination toward one parent families with a disabled child. Subjects were randomly selected from among persons who had advertised the availability of a rental unit. A call was made to each subject, and the subject was asked if the vacancy still existed. In Study 1, subjects were told, prior to asking about the availability of the unit, that the caller was the mother of an emotionally disturbed son, and that he and his mother (only) would be living in the apartment. In Study 2, all information was the same except that the boy was a juvenile delinquent; and, in Study 3, he was mentally retarded. Contrary to expectations, subjects were extremely helpful, with only 1 of 31 subjects in Study 1, 1 of 31 subjects in Study 2, and 1 of 30 subjects in Study 3 indicating that the apartment was no longer available. The author suggests that this may be due to the expected presence of the mother.

Pollack, S.; Huntley, D.; Allen, J.G.; & Schwartz, S. The dimensions of stigma: The social situation of the mentally ill person and the male homosexual. Journal of Abnormal Psychology, 1976, 85(1), 105-112.

A report on two studies to assess the effects of labeling on perceptions of behaviors and on the actual performance of behaviors. Study I involved subjects who were asked to report on behaviors of a person whom they saw on a videotape. The person observed was either "low deviant" (exhibiting some behaviors considered deviant) or "high deviant" (exhibiting many behaviors considered deviant) and was either labeled or not labeled. There were no differences in perceptions of behaviors or in attitudes toward the stimulus person. In the second study, members of a gay liberation group (considered "deviant") were either told or not told that their homosexuality had been disclosed to a confederate. In a second manipulation, subjects were either treated by the confederate in a "cold" or a "warm" manner. Subjects did perform differently when they believed they had been labeled, but this had no significant disruptive effect on interactions.

Porot, M.; Bourasset, G., & Plenat, M. Prejudice and psychiatry: Results of a survey of medical students. (Fren.) Annales Medico-Psychologiques, 1976, 2(5), 737-752.

Administered a 28-item questionnaire to 348 medical students to determine their attitudes toward mental illness. Answers to "Yes-and-No" questions indicate that the following views remain in force: (a) Mental illnesses are more difficult to treat and are often incurable. (b) The number of mental disorders is increasing. (c) Mental patients are dangerous and psychotic. (d) Electroshock is an undesirable form of treatment. Responses obtained in a "free opinion" section of the questionnaire expressed a common interest in the social circumstances of the mental patient and the role that social factors may play in the genesis and detection of their problems. The psychiatrist was freely criticized; i.e., "applies unscientific methods," "is himself unbalanced," etc. Although these findings must be considered tentative until planned tests on a larger sample of the population have been carried out, they affirm the continuing existence of strong prejudices toward mental diseases and those who treat them, even among those whose education and chosen profession might be expected to make them more objective. (H.E. King) (PA)

Pryer, M.W., & Distefano, M.K. Effects of training on the mental health attitudes of Black and White psychiatric aides. Psychological Reports, 1978, 42(3, Pt. 1), 1017-1018.

An investigation of the effects of training on newly-hired psychiatric aides. The Opinions About Mental Illness Scale was used both pre-training and post-training as a measurement tool. Results indicated that subjects' attitudes were favorably changed from pre-test to post-test on four of the five attitude factors: Benevolence, Mental Hygiene Ideology, Interpersonal Etiology, and Social Restrictiveness. There was no significant change in Authoritariansim scores. Furthermore, no significant differences were found between Black trainees and White trainees.

Rehabilitation Research Institute. Assessing social integration of mentally ill persons in community care. Rehab Brief, 1980, 3(5), 1-4.

A report on extensive research done by Steven P. Segal and Uri Aviram to 1) collect demographic data on nonretarded, formerly hospitalized psychiatric patients who were living in sheltered care facilities in the community; 2) develop an instrument to measure their degree of integration within the community; and 3) identify factors which facilitated or impeded social integration. Subjects for the study were 499 randomly selected ex-mental patients and 211 sheltered care facility operators. Data were collected through structured interviews. The article reports the results of this survey: 1) demographic information on the facilities themselves; 2) demographic information on the residents at these facilities; 3) quantitative data on the extents to which resident subjects had become integrated into the community and into the facility; 4) resident assessments of the facilities; and 5) recommendations to facilitate the process of integration.

Rendecka, A., & Zuraw, J. Attitudes of clinical psychologists toward mental health and social pathology as measured by the semantic differential. (Polh.) Przeglad Psychologiczny, 1978, 21(4), 721-734.

Seventy-five clinical psychologists completed semantic differentials for concepts related to mental health and social pathology. Results show that the "healthy personality" model had more similarity to subjects' real self-concepts than to the ideal model. The attitude of clinical psychologists and other professional groups toward social pathology is generally negative, although it is less so for suicides than for alcoholics. (English summary) (PA)

Ries, J.K. Public acceptance of the disease concept of alcoholism. Journal of Health and Social Behavior, 1977, 18(3), 338-344.

See Epilepsy.

Ritzema, R.J., & Fancher, S.C. Non-professionals' attributions of deviant behavior: Mental illness as a non-preferred label. Psychological Reports, 1980, 46(1), 235-238.

An examination of the terms applied by non-professionals to instances of deviant behavior. Subjects were 72 undergraduate students who were asked to read brief descriptions of behaviors and questioned as to the degree to which the person described was "mentally ill," was "emotionally disturbed," was "insane," or had "psychological problems." Each subject rated three descriptions, one of each type of behavior (manic excitement, withdrawal, and anxiety) and one at each level of deviance (mild, moderate, severe). It was found that subjects were more likely to use the term "emotionally disturbed" than the term "mentally ill" in cases of moderately deviant behavior, and the terms "emotionally disturbed" and "has psychological problems" more than the term "mentally ill" to describe severely deviant behavior.

Rosen, H., & Corcoran, J.F.T. The attitudes of USAF officers toward mental illness: A comparison with mental health professionals. Military Medicine, 1978, 143(8), 570-574.

A study to compare the attitudes of U.S. Air Force line officers and military mental health professionals toward mental illness. Subjects were 455 line officers and 40 mental health professionals. Attitudes were measured using the Opinions About Mental Illness Scale. Significant differences

MENTAL ILLNESS (Cont.)

were found between the two groups on four of the five subscales of the survey instrument. The line officers expressed more authoritarianism, viewed mentally ill people as a greater threat to society, considered mental illness not to be an illness like any other, and were less likely to assume a kindly, paternalistic stance with mentally ill persons. The authors discuss these important differences in terms of the disruption they may cause in the provision of the most effective treatment to mentally ill Air Force personnel.

Rosenbaum, M.; Elizur, A.; & Wijsenbeek, H. Attitudes toward mental illness and role conceptions of psychiatric patients and staff. *Journal of Clinical Psychology*, 1976, *32*(1), 167-173.

"The present results support the... hypothesis as to the existence of positive relations between general attitudes toward mental illness and the role conceptions of psychiatric staff and patients. Namely, the more the subjects viewed the patients as 'abnormal,' unpredictable and dangerous, the more they tended to assign 'sick' roles to the patients and custodial roles to the staff." (p. 171) Custodial versus accountability (i.e., encouraging autonomy and sharing of power) orientations were a focus of this study. Patients and nursing staff showed a greater custodial orientation than did other members of the staff.

Rubin, A. Commitment to community mental health aftercare services: Staffing and structural implications. *Community Mental Health Journal*, 1978, 14(3), 199-208.

A study to assess the attitudes of mental health professionals toward deinstitutionalized patients and their follow-up care within the community. Attitudes were determined through the use of a survey, the Aftercare Treatment Inventory, specifically constructed to measure these views. Dimensions in the study included outreach, provision of services, deemphasis of psychodynamics, optimism about patient capabilities, directiveness, and advocacy. Subjects were 361 mental health practitioners. Results indicated that: 1) There was an inverse relationship between psychotherapeutic experience and the importance attributed to the selected aftercare recommendations; 2) Administrators and aides assigned significantly more importance to the selected aftercare recommendations than did psychiatrists or psychologists; 3) Level of education was inversely related to importance of the aftercare recommendations; and 4) People who did more aftercare were more optimistic about aftercare and assigned more importance to outreach.

Ruiz Ruiz, M.; Brotat Ester, M.; & Sentis Villalta, J. Development of a scale of attitudes toward mental illness, psychiatrists, and psychiatry. (Span.) *Revista de Psicologia General y Aplicada*, 1977, *32*(148), 877-886.

Four dimensions are measured by the scale: irrational beliefs, self-defense from mental illness, authoritarianism, and social stigma. The scale consists of 32 items. Results obtained from a random sample of 100 persons are presented. (R.A. Shaw) (PA)

Schultz, C.L.; Harker, P.; & Gardner, J.M. Mental health attitudes of professionals in training. Australian Psychologist, 1977, 12(1), 69-75.

Assessed the impact of college training in psychology on the development of attitudes appropriate to the assumption of a help-giving role. Subjects were 31 first year, 41 second year, 44 third year, and 24 fourth year psychology students. Attitudes were assessed through the Opinions About Mental Illness Scale, ten items from the Custodial Mental Illness Ideology Scale, and a scale of nine original items. Structural analysis revealed that 7 of 25 clusters were significant. Scores of the first year subjects for six clusters were significantly different from those of the other three groups, which did not differ significantly from each other. First year subjects were more inclined than the others toward attitudes of moral etiology, social restrictiveness, authoritarianism, and anti-intraception, and less inclined toward acceptance. Together with third year subjects, they were less inclined toward humanitarian concern. Findings suggest a dimension on which first year students occupy a negative position, indicating disagreement with acceptance, and second, third, and fourth year students occupy positive positions, indicating increasing degrees of disagreement with authoritarianism. Comparisons are made between these results and those obtained in a study of the attitudes of high school students involved in a mental health training program having either a psychosocial or medical model orientation. (W.E. Lindsey) (PA)

Schwab, R.; König, R.; & Wei, K.H. Attitudes towards mental disturbance and psychotherapy. (Germ.) Zeitschrift für Klinische Psychologie, 1978, 7(3), 194-206.

Interviewed 89 randomly selected citizens of Hamburg about their attitudes towards mentally disturbed individuals and toward psychotherapy. Personality traits were also measured. Attitudes were primarily positive, particularly among the better educated subjects. The older the subject the more negative the attitude; the more neurotic the subject the more positive the attitude. Attitudes were more positive towards psychotherapy than towards mental disturbances, and the subjects were able to discriminate between different types of disturbances. Opinions were also influenced by degree of authoritarianism and self-esteem in the subjects. (Fritz A. Hardt) (PA)

Segal, S.P. Attitudes toward the mentally ill: A review. Social Work, 1978, 23(3), 211-217.

A discussion of public attitudes toward mental illness and persons who are mentally ill, and of public actions based on their views of mentally ill people. The author points out that a greater range of behavior is viewed today as being representative of mental illness than was the case fifteen years ago. He also explains that the behavior itself is the major determinant of the public's response to mentally ill persons. Another fact which the author supports with specific research is that, although there is less social distance between mentally ill people and the public today than there was in the past, there is still considerable avoidance of high contact situations. The author then discusses the relationship between public attitudes and behavior. He suggests that there is little

MENTAL ILLNESS (Cont.)

evidence of a direct relationship, but that recent efforts to keep mentally ill people out of the communities substantiates reports of negative public attitudes. Lastly, the author suggests that, if mentally ill people assume normalized roles within the community, they will be perceived as being "normal."

Segal, S.P., & Aviram, U. Reintegrating the mentally ill in the community. International Journal of Rehabilitation Research, 1979, 2(4), 499-506.

A follow-up survey of 499 persons in 234 community facilities who had been hospitalized as mentally ill (but not mentally retarded). Information was gathered by means of a structured interview survey of the formerly hospitalized individuals and the operators of the sheltered-care facilities in which they lived at the time of the study. The survey yielded considerable demographic data which is reported in this article. Included also are listings of major factors which were found to facilitate external social integration (participation in the community itself by the individual resident) and internal social integration (participation in the sheltered facility, and participation in the community mediated by the facility). The authors conclude by suggesting four policy implications of this research: 1) Sheltered care residents are the best source of evaluative information on their living arrangements; 2) It is necessary to provide supportive and advocacy programs for sheltered care residents; 3) The social and physical environment of the community are crucial to successful external integration; and 4) An ideal psychiatric environment can enhance both internal and external integration.

Singleton, K.W. Creating positive attitudes and expectations of regular classroom teachers toward mainstreaming educationally handicapped children: A comparison of two inservice methods. Dissertation Abstracts International, 1977(Jul.), 38(1-A), 186-187.

See Learning Disabilities.

Spreen, O. Attitudes toward mental retardation and attitude change: An experimental study. Zeitschrift für Experimentelle und Angewandte Psychologie, 1977, 24(2), 303-323.

Two experiments which sought to measure attitudes toward mentally retarded persons. Study I involved 35 undergraduate students who completed a series of bipolar adjectives for each of seven labels (MR, Imbecile, Moron, Idiot, Neurotic, Mentally Ill, and Emotionally Disturbed) both at the beginning of a course on mental retardation and close to completion of the course. Results showed that mentally retarded persons were rated more negatively than mentally ill persons on a number of factors including those considered part of Osgood's "evaluative" factor. They were, however, rated as being less dangerous and easier to get along with and were rated more positively on several other factors than were mentally ill persons. Study II was similar to Study I, with the exception that the terms "Slow Learner" and "Handicapped" replaced the terms "Imbecile" and "Neurotic." Significant shifts of attitudes in a positive direction were found to result from training.

MENTAL ILLNESS (Cont.)

Steadman, H.J., & Cocozza, J.J. Public perceptions of the criminally insane. Hospital & Community Psychiatry, 1978, 29(7), 457-459.

An extensive survey of public attitudes toward people who are "criminally insane." Subjects were 413 persons who were interviewed and asked the following information: 1) to characterize criminally insane people on a series of 14 bi-polar adjectives; 2) to indicate levels of rejectance/ acceptance of criminally insane persons on a series of social distance items; and 3) to identify someone they had read about or seen on TV who was criminally insane. In addition, for the purposes of comparison, subjects were asked to complete the semantic differential and social distance items for someone who was described as "mentally ill." Results showed highly negative attitudes toward people described as criminally insane. They were rated much lower and placed at a much greater social distance than persons described as mentally ill. However, the most interesting finding was that, although most people identified someone whom they considered criminally insane, not one of those people identified by subjects as such, had actually been found criminally insane.

Stefani, D. Attitudes toward mental illness. (Span.) Revista de Psicologia General y Aplicada, 1976, 31(139), 211-234.

Reviews studies of attitudes towards mental illness among the general public, mental health professionals, patients, and patients' relatives. Some of the most important instruments used to measure attitudes towards mental illness are analyzed, and some of the strategies applied to change these attitudes are discussed. (Journal summary) (PA)

Stefani, D. A scale of attitudes towards mental illness. (Span.) Acta Psiquiátrica y Psicológica de América Latina, 1977, 23(3), 202-207.

A scale of attitudes towards mental illness was made using L.L. Thurstone's "successive intervals" technique. One hundred and ten subjects assigned 110 prospective attitudes as favorable, neutral, or unfavorable on a scale from 1 to 11. Those attitudes were retained that had a low standard deviation of the assigned ratings. In addition, those attitudes which were judged differently by subjects of different age or occupation groups were eliminated. A resulting scale of 59 attitudes was made, and they are listed. The scale will be used in future study of subjects of different socioeconomic status to determine the relationship between attitudes towards mental illness and socioeconomic level. (J.D. Cooper) (PA)

Stockton, M.D. Attitudinal and behavioral change associated with psychiatric attendant training. Dissertation Abstracts International, 1976(Jul.), 37(1-B), 480.

An evaluation of the effectiveness of training in psychiatric nursing on the attitudes of hospital attendants toward mentally ill people. Subjects were pretested using the Opinions About Mental Illness Scale (OMI), the Custodial Mental Illness Ideology Scale (CMI), and the Nontraditionalism Dimension (NT) of the Ellsworth Staff Attitude Scale. They were then randomly assigned to a training group or a control group. Following eight weeks of training for the experimental group, subjects were re-tested, using the same scales, and data were gathered on five behavioral measures (physical distance in two situations, and three measures of verbal interaction). Results showed significant differences between those receiving training on two survey measures (the OMI and the CMI), but not on any of the behavioral measures. The author suggests that training may lead to attitudinal change, with no corresponding behavioral change.

Stotsky, B.A.; Townes, B.D.; Martin, D.C.; & Browne, T. Emotionally disturbed children in special schools: An analysis of ratings of disturbed behavior and perceptual handicaps. Child Psychiatry & Human Development, 1975, 6(2), 81-88.

"The relationship between perceptual handicaps and adjustment was studied among 573 emotionally disturbed children from Massachusetts. Little relationship was found between perceptual handicaps and overall adjustment. Antisocial behavior was the most prominent factor related to removal from regular classrooms and placement in special residential and day schools." (Abstract)

Strain, P.S., & Shores, R.E. Social interaction development among behaviorally handicapped preschool children: Research and educational implications. Psychology in the Schools, 1977, 14(4), 493-502.

A review of the literature related to interactions between disabled preschool children and others. There is a discussion of various theories of social development and of the role of interaction in a child's affective development. The authors focus considerable attention on reciprocity within social interactions and research that relates to this reciprocity. This research suggests that social interaction itself reinforces the behaviors of the participants; e.g., a withdrawn child may cause himself/herself to become more ignored by others, which, in turn, may cause him/her to become more withdrawn. This is discussed in terms of "behaviorally handicapped" children.

Trute, B., & Loewen, A. Public attitude toward the mentally ill as a function of prior personal experience. Social Psychiatry, 1978, 13(2), 79-84.

Surveyed 62 randomly selected subjects to assess the relationship between the degree of past exposure to the mentally ill and expressed levels of social rejection. Attitudes held toward the mentally ill were found not to be unidimensional but rather were comprised of two principal factors: (a) rejection in social relationships and (b) rejection in situations requiring social responsibility. High, Moderate, and Low groups in level of direct experience with the mentally ill, as measured on a Guttman scale of personal experience, differed significantly in their degree of "social rejection" of the mentally ill. The more extensive the personal experience with individuals who required psychiatric hospital care, the more favorable the response in accepting them in social activities and in trusting them in situations of social responsibility. Implications for public education efforts and community placement of expatients are considered. (Journal summary) (PA)

MENTAL ILLNESS (Cont.)

Tudor, W.; Tudor, J.; & Gove, W.R. The effect of sex role differences on the societal reaction to mental retardation. Social Forces, 1979, 57(3), 871-886.

An investigation of reactions to mental deficiency exhibited by men and by women. It is hypothesized that, since sex role stereotyping suggests that women are expected to be less competent than men, male incompetency as a result of mental retardation will provoke more negative reactions than similar incompetency among females. The authors find support for their hypothesis in a number of studies, which they cite, and in national statistics for institutionalization. They found that men were more likely than women to be institutionalized, and that they were more likely to be institutionalized at a younger age and with less severe conditions of mental retardation. They also acknowledge the stereotyping tendency to define male behavior as more dangerous. In addition, they cite statistics which show this same trend toward institutionalizing more men than women among mentally ill persons.

Vacc, N.A., & Kirst, N. Emotionally disturbed children and regular classroom teachers. Elementary School Journal, 1977, 77(4), 309-317.

An in-depth look at the mainstreaming of emotionally disturbed children into regular schools. The article includes an extensive review of the literature as well as a report on a survey conducted by the authors. This survey gathered information from 102 regular classroom teachers on several factors related to educational mainstreaming. Results included: 1) Subjects felt that emotionally disturbed children should be put into special classes in regular schools, although they acknowledged the benefits of these children staying in regular classes; 2) Subjects indicated that they thought emotionally disturbed students would not be accepted by their nondisabled peers, and that the placement of the emotionally disturbed children in the regular classroom would not be beneficial to the nondisabled children; and 3) Subjects felt that the placement of the children in regular classrooms would have a negative effect on the teacher, and that his/her programs would be less effective.

Vacher, C.D. Changes in knowledge, attitudes, and skills as a function of mental health consultation to physicians. Dissertation Abstracts International, 1975(Jun.), 35(12-B, Pt. 1), 6120.

An evaluation of a program to increase knowledge of mental illness and to improve attitudes of non-psychiatric physicians toward mentally ill persons. Subjects were physicians who were randomly assigned to a treatment condition or a control condition. Treatment involved placement in a mental health consultation program. Results indicated no significant differences between groups in knowledge and attitude scores after training. It was found, however, that physicians who had been in the treatment condition were more likely than those in the control condition to prescribe more tranquilizers and fewer barbituates for both severely and mildly disturbed patients. The author suggests that this may reflect more of a willingness on the part of physicians to return the patient to the home, rather than to place him/her in a mental institution.

Wehler, R. Attitudes toward mental illness and dependency among hospitalized psychiatric patients. Psychological Reports, 1979, 44(1), 283-286.

An examination of variables related to passiveness and dependency among hospitalized mentally ill persons. Subjects were 60 patients who were being treated in the psychiatric units of a hospital. They were given the Client Attitude Questionnaire and the Client Independence Questionnaire to complete, and these responses were correlated. Contrary to hypotheses, there were no relationships between a medical model orientation and dependency or between a psychosocial model and independency. Furthermore, there were no significant relationships between number of previous admissions and attitude, or years of education and attitude. There was a significant negative correlation found between age and independence, suggesting that younger patients considered themselves more independent from staff. These findings are discussed, particularly relating to their differences from findings among mentally ill outpatients.

Welford, A.T. Desire for attention. Australian & New Zealand Journal of Psychiatry, 1977, 11(3), 157-161.

Seeking of attention appears to be intimately bound to certain principles of motivation, especially the seeking of observable results of action and of optimum levels of stimulation, variety, and challenge; and the relationship between results and the cost of achieving them (a high cost will tend to inhibit action but enhance the value subsequently placed on what is achieved). These principles can be applied to personal relationships; thus friendship can be regarded as a situation involving facilitative feedback between persons, hostility as involving inhibitory feedback, and loneliness as occurring when there is no feedback. Which of these situations occurs appears to depend on the relationships between the costs and benefits of interaction between the persons concerned. The care of psychiatric or senile patients in the community appears likely to impose demands for attention that are unreasonably severe (i.e., costly). Any attempt to change community attitudes in the hope of securing greater acceptance of such demands appears to be unrealistic. Substantial benefits could probably be attained in many cases from training in skills, especially social skills, which would enable patients to cope more effectively with the world as it is. (Journal summary) (PA)

West, J.M. Evaluation of attitudinal changes and results of a generic special education experimental study with Black teachers. Dissertation Abstracts International, 1977(Jan.), 37(7-A), 4292.

See Hearing Impairment.

Willer, B.; Scheerenberger, R.C.; & Intagliata, J. Deinstitutionalization and mentally retarded persons. Community Mental Health Review, 1978, 3(4), 1-12.

An in-depth analysis of information available on deinstitutionalization of mentally retarded persons. The authors begin by discussing the concepts of deinstitutionalization and community mental health. They then

MENTAL ILLNESS (Cont.)

present, at some length, a number of reasons why deinstitutionalization of mentally retarded persons has progressed more slowly than deinstitutionalization of mentally ill persons, and why there has been a greater emphasis for institutional reform in facilities serving mentally retarded individuals. Relevant laws and court decisions are cited. The authors conclude by presenting a number of residential alternatives to institutionalization for mentally retarded individuals and by stressing the importance of effective community support services.

Williams, D.H.; Bellis, E.C.; & Wellington, S.W. Deinstitutionalization and social policy: Historical perspectives and present dilemmas. American Journal of Orthopsychiatry, 1980, 50(1), 54-64.

A very interesting analysis of attitudes toward the treatment of mentally ill people. The authors trace institutionalization and deinstitutionalization historically to point out the effects of social and economic forces on changes in policy and reality. The authors suggest that poor people and/or politically impotent people have often been the ones to suffer in the provision of humane care to mentally ill individuals. They state that the current cutbacks in spending and the tightening of resources is likely to result in similar negligence of poor people who have been deinstitutionalized.

Williams, R.J. An investigation of regular class teachers' attitudes toward the mainstreaming of four categories of mildly handicapped students. Dissertation Abstracts International, 1977(Nov.), 38(5-A), 2708-2709.

See Learning Disabilities.

Ziffer, R.L. The effects of a mental illness label on observer's causal ascriptive and evaluative attributional patterns. Dissertation Abstracts International, 1978(Aug.), 39(2-B), 1003.

A discussion of attributions based on type of information given, plus the presence of a label of mental illness. Subjects were 360 undergraduate students who were randomly assigned to experimental conditions in which the amount of information given included combinations of cues: past performance history, current task outcome, and pattern of performance within task. Results supported predictions based on attribution theory and the importance of expectancies. The combinations of information are discussed.

MENTAL RETARDATION

Aloia, G.F. Effects of physical stigmata and labels on judgments of subnormality by preservice teachers. Mental Retardation, 1975, 13(6), 17-21.

A study which tested the influence of the label "mentally retarded" and of physical attractiveness on individual judgments of subnormality. The impact of physical appearance and teacher judgments on the educational outcome of a child is discussed.

MENTAL RETARDATION (Cont.)

Alper, S.K. Academic information as a biasing factor in teachers' judgments of the vocational potential of the mentally retarded. Dissertation Abstracts International, 1977(Jun.), 37(12-A, Pt. 1), 7679.

An empirical assessment of the effect of various types of information on teachers' judgments of the vocational potential of mentally retarded individuals. Teachers were given information on a fictitious person and asked to predict his appropriateness for skilled or unskilled jobs. Both applicant's IQ and amount of vocational information available on the applicant were manipulated. A number of significant differences were found, including type of academic/vocational information, job difficulty, teacher attitude toward academic skills, and the interaction between type of information and job difficulty.

Alper, S., & Retish, P.M. The influence of academic information on teachers' judgments of vocational potential. Exceptional Children, 1978, 44(7), 537-538.

An experimental study of the effects of academic information on teachers' assessments of the job potential of mentally retarded individuals. Subjects were given a list of ten jobs, five of them unskilled and five skilled, and information on two applicants for these jobs. They were asked to rate each applicant's suitability for each job. Academic information was varied by giving one applicant a recorded IQ of 52 and the other an IQ of 70. In all cases, vocational skills were constant. Results indicated a significant difference based on academic information given. Subjects were much less likely to identify a person with an IQ of 52 appropriate for the job than a person with an IQ of 70, or a person for whom no academic information was given. The authors relate these findings to the placement of retarded individuals in the work force.

Ashmore, R.D. Background considerations in developing strategies for changing attitudes and behavior toward the mentally retarded. In M.J. Begab & S.A. Richardson (Eds.), The mentally retarded and society: A social science perspective. Baltimore, MD: University Park Press, 1975, 159-174.

An in-depth discussion of some of the main principles of attitude formation and change. The author draws on research related to ethnic and racial attitudes to build a schema of intergroup relations, which he then applies to attitudes toward persons with mental retardation. He concludes by suggesting ways in which more positive attitudes can be created: 1) clearly identify the target population; 2) use procedures involving forced compliance and self-confrontation which are based on prejudice reduction; 3) enhance efforts through a mass media campaign; and 4) include educational curricula designed to make children more aware of and more comfortable with others who are different than they.

MENTAL RETARDATION (Cont.)

Auffrey, J.J.L. The physical attractiveness of mentally retarded program candidates as a determinant of evaluation by professionals of varying training and experience. Dissertation Abstracts International, 1976 (Mar.), 36(9-A), 5985.

An empirical study of the effects of physical attractiveness on evaluations. Subjects, who were work study coordinators, speech therapists, and counseling trainees, were asked to evaluate nine mentally retarded program candiadates on the basis of informational materials, which included photographs. It was found that subjects were significantly more likely to give higher scores on a projective diagnostic statement and recommend higher program placement for the attractive, rather than unattractive, program candidates. Some difference was found between subject groups.

Baca, G.M. Forty families: A comparative study of Mexican-American and Anglo parents of an institutionalized retarded child. Dissertation Abstracts International, 1975(Nov.), 36(5-A), 3128.

A cross cultural study in which parents of mentally retarded, institutionalized children were interviewed in depth. Comparisons were made between 20 pairs of Mexican-American parents and 20 pairs of Anglo parents to determine differences in five key areas: 1) beliefs about the causes of mental retardation; 2) attitudes toward institutionalization; 3) activities on behalf of the child prior to institutionalization; 4) reactions within the family; and 5) beliefs about the child's future. There were few differences between groups, the only two noteworthy ones being that, among Mexican American families 1) there was more often a religious explanation given for the retardation; and 2) the extended family was more likely to have been involved in the decision to institutionalize the child.

Baker, A.S. Attitudes of nursing students toward mental retardation before and after curricular experience with mentally retarded children. Dissertation Abstracts International, 1975(Sep.), 36(3-A), 1428.

A pre-test/post-test comparison study in which nurses' attitudes toward and knowledge of mental retardation were assessed before and after a "planned curricular experience" with mentally retarded children. One non-significant difference showed an increase in knowledge about mental retardation after the experience. All other scales showed more negative attitudes toward mental retardation as a result of the intervention, although only two differences reached significance.

Barger, J.D.F. A comparison of the self concepts of exceptional and non-exceptional students in various classroom settings. Dissertation Abstracts International, 1978(Nov.), 39(5-A), 2863-2864.

See Learning Disabilities.

MENTAL RETARDATION (Cont.)

Bettschart, W.; Bridel, S.; Ingignoli, J.P.; & Papilloud, J. Aid to the mentally handicapped child and its family at an early stage. (Fren.) Revue de Neuropsychiatrie Infantile et d'Hygiene Mentale de l'Enfance, 1976. 24(1-2), 35-45.

Deplores the fact that many physicians, in dealing with mentally handicapped patients, are still content with diagnosis; i.e., with establishing existing defects. Such an attitude inhibits the child's developmental possibilities and causes resentment by the parents. The purpose of a specialized consultation for the mentally handicapped is not just to establish an accurate somatic and psychological diagnosis, but also to emphasize the favorable aspects so that the parents and child are helped to emerge from their sense of inferiority and defeat. Diagnosis should be the starting point of parental inspiration and patient rehabilitation. (English summary) (PA)

Brownell, G.A. The effect of teachers' expressed attitude on interactions, sociometric ratings, and academic achievement of mentally retarded children in the integrated classroom. Dissertation Abstracts International, 1978(Apr.), 38(10-A), 6003-6004.

A study in which the effects of teacher attitudes toward mentally retarded individuals were assessed on a number of variables. Observers recorded data in classes taught by teachers who had scored either extremely high or extremely low on an attitude scale. Comparisons were made on frequency and type of interaction with EMR children, acceptance of EMR students by other children, and achievement scores of the disabled children. It was found that negative attitude teachers interacted more frequently with students than positive attitude teachers, but type of interaction did not differ. There was some relationship between teacher attitudes and achievement scores.

Budoff, M., & Siperstein, G.N. Low-income children's attitudes toward mentally retarded children: Effects of labeling and academic behavior. American Journal of Mental Deficiency, 1978, 82(5), 474-479.

An empirical effort to distinguish between the effects of the label "mentally retarded" and the behaviors usually associated with a mentally retarded individual. Subjects were low income children who were asked to describe the stimulus child, choosing from a list of adjectives, and to indicate their willingness to participate in a number of activities with the child. The stimulus child presented was portrayed as being either competent or incompetent and was either labeled or not labeled mentally retarded. As hypothesized, subjects preferred the competent child to the incompetent child. However, contrary to predictions, they reacted more positively to the labeled than the non-labeled child. The authors suggest that the label may serve to explain incompetence. They discuss this in terms of the current trend toward mainstreaming and de-labeling.

MENTAL RETARDATION (Cont.)

Byrd, E.K.; Byrd, P.D.; & Emener, W.G. Student, counselor, and employer perceptions of employability of severely retarded. Rehabilitation Literature, 1977, 38(2), 42-44.

A study which used a five-point Likert scale on the employability of people having one of twenty severe disabilities. Three groups comprised the sample of subjects: counselors, employers, and students. The results seemed to reflect the greatest differences in perception between student and employer populations. The question is raised as to how close these ratings should be to insure realistic dealings with employers in a vocational rehabilitation situation.

Carroll, C.F., & Reppucci, N.D. Meanings that professionals attach to labels for children. Journal of Consulting and Clinical Psychology, 1978, 46(2), 372-374.

See Mental Illness.

Casparis, C. Personality characteristics under the influence of labeling and reference group effects: A reinterpretation. (Germ.) Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 1978, 10(3), 265-268.

A reinterpretation of studies by S. Krug et al. and by F. Rheinberg et al. leads to the following conclusion. The labeling effect incurred by mentally retarded children when they must enroll in a special school seems to weaken and reverse itself under the influence of a reference-group effect, if these children are among the more intelligent in the special class. However, when they are about to leave the special school, the relevance of the original label seems to increase once again, effecting a lowering of self-concept. The crucial factor intervening between labeling- and reference-group effect is probably the varying relevance that different social groups acquire for the individual. (English abstract) (PA)

Cleland, C.C.; Sluyter, G.V.; & Rago, W.V. De-institutionalization of the mentally retarded: Considerations for preventing future shock. Journal of Applied Rehabilitation Counseling, 1977, 7(4), 249-255.

A discussion of the effects of mainstreaming on the individual being mainstreamed. The authors criticize the current trend toward assuming that the re-integration of mentally retarded individuals into the community is automatically "good." They discuss the changes which may occur as a result of this mainstreaming. They point out, for example, that individuals who may have been part of the "elite" within the institution may become severely degraded when placed in the community. They discuss such changes in terms of stress on the individual. They recommend that researchers focus on pre-institutional experiences and institutional hierarchies and that they assess stress factors prior to predicting the outcomes of community placement of mentally retarded individuals.

MENTAL RETARDATION (Cont.)

Cleveland, D.W., & Miller, N. Attitudes and life commitments of older siblings of mentally retarded adults: An exploratory study. Mental Retardation, 1977, 15(3), 38-41.

In this study it was found that "most families have adequate personal resources to cope with the problems of having a retarded child and are able to provide an environment for the proper development of their normal children." (Abstract) Also, it was found that the siblings' sex roles were important in determining adjustment to having a retarded brother or sister. (Female siblings had a closer relationship.)

Conway, A. Normalization: A beginning without an end. Psychology, 1976, 13(4), 61-65.

Traces the status of the concept of normalization from the pre-Civil War era to the present, and suggests that our culture's ongoing inability or refusal to deal realistically with the sexual needs of the retarded remains a primary impediment to integrating these individuals into community life. In view of the risks that society would incur by allowing retardates to produce children they may not be able to care for, it is urged that de-institutionalization programs set goals to insure success and establish boundaries to limit behavior when required by the common welfare. (L. Wechsler) (PA)

Conway, A. Normalization: A beginning without an end. Education & Training of the Mentally Retarded, 1976, 11(4), 341-345.

Views normalization of the retarded as a worthwhile goal and one which ought not to be subjected to the criticism it provokes through its failure to address the question of sexualization in a realistic manner. Discussion focuses on the historical perspective in the U.S., the decline of optimism, attitudes against sex, the influence of geneticists, sterilization as an issue, the community alternative, and normalization as an ultimate goal. (A.C. Moltu) (PA)

Cook, J.W. A factorial study of the effects of labeling, appearance and behavior on adolescents' perception of the mentally retarded. Dissertation Abstracts International, 1976(Nov.), 37(5-B), 2498.

An experimental study to determine the relative effects of labeling, physical appearance, and reported competency on assessments of behavior, attitudes, and social acceptance. Seventh and eighth grade students were asked to rate a young boy who 1) was of average appearance or appeared to have Down's Syndrome, 2) was described as being competent or incompetent, and 3) was labeled or not labeled "mentally retarded." Consistent with hypotheses, only the behavioral competency information had a significant effect on ratings. The author concludes that any possibly detrimental effects of the label "mentally retarded" were neutralized by the detailed behavioral description.

Cook, J.W., & Wollersheim, J.P. The effect of labeling of special education students on the perceptions of contact versus noncontact normal peers. The Journal of Special Education, 1976, 10(2), 187-198.

"The purpose of this investigation was to explore the effects of labeling and social contact with the MR from the perspective of normal peers in public schools." (p. 188) The measures used were: the Semantic Differential Evaluative Factor, the Semantic Differential Strength-Activity Factor, the Perceived Behavior Measure, and the Commitment to Involvement Measure.

Cooke, T.P.; Apolloni, T.; & Cooke, S.A. Normal preschool children as behavioral models for retarded peers. Exceptional Children, 1977, 43(8), 531-532.

A brief discussion of the effectiveness of integrated preschool programs as a setting for mentally retarded children to model non-retarded peers. The authors suggest that social interaction and modeling across groups is minimal when there is no direct intervention by the teacher. They recommend a number of ways in which a more complete integration can be facilitated. These include increasing the ratio of nonretarded to retarded children, teaching retarded youngsters to imitate their nonretarded peers, and encouraging nonretarded children to model appropriate behaviors of retarded peers. The authors suggest future research on these issues.

Copeland, A.P., & Weissbrod, C.S. Differences in attitudes toward sex-typed behavior of nonretarded and retarded children. American Journal of Mental Deficiency, 1976, 81(3), 280-288.

An assessment of the typicality and acceptability of a variety of behaviors by retarded and nonretarded children. Subjects, who were special education teachers, regular classroom teachers, and caretakers for mentally retarded children, were given packets of stories to read about children whom they believed were male or female, retarded or nonretarded. The children in the stories participated in activities which were 1) desirable or undesirable, and 2) sex appropriate or sex inappropriate. Results indicated that nonretarded children were perceived as being typical when participating in desirable and sex appropriate behaviors, while retarded children were judged typical when participating in undesirable behaviors, regardless of sex appropriateness. The authors discuss these findings in terms of the differences in socialization of nonretarded children and retarded children.

Cornelius, D.A., Ed. Barrier awareness: Attitudes toward people with disabilities. Washington, DC: George Washington University, 1981.

See Cardiovascular Impairment.

Crissey, M.S. Mental retardation: Past, present, and future. American Psychologist, 1975, 30(8), 800-808.

The history of the education of the retarded, the development and subsequent overuse of institutional programs, and the current emphasis on deinstitutionalization are discussed in relation to social-political movements occurring in the same time periods. The contributions of E. Seguin, A. Binet, H. Goddard, and L. Terman are discussed, moving from an emphasis on education and early development to identification and classification with the use of tests. Genetic differences appeared to be confirmed by early cross-sectional studies, and the concept of the "fixed IQ" influenced attitudes toward retardation and care-giving institutions. The beginning of current emphasis on the modifiability of mental development, deinstitutionalization, and social and medical prevention was signaled by the 1962 report of the President's panel on mental retardation. It is stressed that future programs for the retarded will be influenced by the availability of resources and the presence of innovative, well-trained people dedicated to work with the retarded. (Author abstract) (PA)

Danker-Brown, P.; Sigelman, C.K.; & Flexer, R.W. Sex bias in vocational programming for handicapped students. Journal of Special Education, 1978, 12(4), 451-458.

See Learning Disabilities.

Darby, B.L. Diagnostic/intellectual and gender labeling of young infants: Effects on adults' interactive behaviors and attitudes. Dissertation Abstracts International, 1978(Aug.), 39(2-B), 974.

An experimental assessment of the effects of labeling a 3-4 month old child as "male" or "female," and as "functionally gifted," "functionally average," or "functionally retarded." Non-verbal behaviors showed no effect of experiemental manipulation, and only one verbal behavior (asking questions to the baby) showed a significant effect. However, there were several significant differences evidenced on attitudinal items. Adults interpreted the behaviors as consistent with the labels. The author discusses this in some detail, and she relates it to self-fulfilling prophecy.

DeLuigi, D.J. A survey of the perceptions of psychologists regarding counseling with the mentally retarded as related to selected demographic variables. Dissertation Abstracts International, 1978(May), 38(11-A), 6529.

A large scale survey of psychologists on their views related to counseling mentally retarded individuals. Results indicate that psychologists believed counseling to be of some value to persons who are mentally retarded. A direct relationship was found between level of retardation and degree of perceived benefit. Respondents indicated that counseling was particularly useful in increasing interpersonal skills and social-environmental adaptation. Lack of time, training, and experience as well as the skepticism or disapproval of others were listed by respondents as factors limiting the use of counseling with mentally retarded individuals.

MENTAL RETARDATION (Cont.)

Devi, A.V. Parental attitude towards retarded children. Child Psychiatry Quarterly, 1976, 9(2), 10-12.

Discusses the problems that parents encounter in accepting retardation in their child. Suggestions are given for altering attitudes toward more positiveness, acceptance, affection, approval, and assimilation. The need for increased professional attention to the problem is emphasized. (J.S. Garnett) (PA)

Dybwad, G., & Dybwad, R. A personalized situation report: Life styles of individuals with severe intellectual deficits. International Child Welfare Review, 1977(Mar.), (32), 55-61.

Presents several case studies of mentally retarded persons in different cultures. Characteristics of the retarded person's lifestyle are emphasized, and the need for societal reeducation about mental retardation is discussed. (PA)

Easley, V.A. Attitudes of professional and para-professional staff of a state hospital for the retarded toward the mentally retarded. Dissertation Abstracts International, 1976(Sep.), 37(3-A), 1819-1820.

An attempt to determine what relationships, if any, exist between selected demographic characteristics of persons working with mentally retarded individuals and their attitudes toward people with mental retardation. The selected characteristics were level and type of education, age, number of years working with retarded people, and occupation. Subjects were asked to complete the Attitudes Toward the Retarded Scale. Factor analysis and regression analysis showed that the selected variables were not highly effective in predicting attitude scores. The one factor that was most predictive was occupation. The author concludes by emphasizing the importance of further research to develop the most effective techniques for improving attitudes toward mentally retarded individuals among those who work with them.

Eheart, B.K. A comparative observational study of mother-child interactions with non-retarded and mentally retarded children. Dissertation Abstracts International, 1977(Feb.), 37(8-A), 5033.

An observational study, from a symbolic interaction perspective, of the play interaction between mother and child in dyads in which half the children were mentally retarded. Observations indicated that mothers of retarded children were more likely than mothers of nonretarded children to initiate play interactions, be more directive with their children, and interact longer when the mothers had selected the toys. In addition, observations yielded that mentally retarded children were less likely than their nonretarded peers to either initiate the play interaction or respond to their mothers' initiation of the interaction. The author suggests training to develop an awareness among mothers of the effects of various types of interaction on the enhancement of a child's social skills.

MENTAL RETARDATION (Cont.)

Elias, S.F.; Sigelman, C.K.; & Danker-Brown, P. Interview behavior of and impressions made by mentally retarded adults. American Journal of Mental Deficiency, 1980, 85(1), 53-60.

A study to determine the relative importance of a number of verbal and nonverbal variables on ratings of mentally retarded persons being interviewed. Rehabilitation counseling and special education students were subjects in this study, which attempted to identify relationships, if any, between subjects' ratings of the stimulus person's personal characteristics and competencies and his/her verbal and nonverbal behaviors. A number of significant correlations were found, which included all four verbal measures (responsiveness, complexity, verbosity, and speech intelligibility), IQ, and two nonverbal measures (smiling and attractiveness). The verbal measures and IQ were significantly related to each criterion measure (cold/warm, agreeable/disagreeable, self-assured/timid, tense/relaxed, expresses self well/expresses self poorly, socially competent/socially incompetent, unintelligent/intelligent, and dependable/undependable). The authors discuss these findings in relation to design of training in interview behavior for mentally retarded persons.

Ellis, N.R. Issues in mental retardation. Law & Psychology Review, 1975, 1(Spr.), 9-16.

A general discussion of issues related to mental retardation. The author begins with a brief history of societal attitudes toward and treatment of mentally retarded individuals. He then moves on to a discussion of some of the major legal concerns related to mental retardation that have emerged in recent years: the right of mentally retarded individuals to have children; the maintainance of life with extraordinary means for infants with very, very severe birth defects; institutionalization versus deinstitutionalization of mentally retarded people; and the ethics of certain types of care and training programs for persons with mental retardation. He concludes with a plea for more intensive research and concentration on mental retardation and people with this disability.

Farina, A.; Thaw, J.; Felner, R.D.; & Hust, B.E. Some interpersonal consequences of being mentally ill or mentally retarded. American Journal of Mental Deficiency, 1976, 80(4), 414-422.

See Mental Illness.

Felsenthal, D., & Scheerenberger, R.C. Stability and attitudes of primary caregivers in the community. Mental Retardation, 1978, 16(1), 16-18.

A report on a survey of 48 persons who worked in the community with mentally retarded persons. The interviews of the 17 foster parents, 16 group home parents, and 15 staff persons from an adult home were conducted in response to criticism of the quality of care exhibited by primary caregivers. Contrary to these complaints, the interviews indicated a high degree of stability among respondents as well as positive attitudes toward mentally retarded individuals within their care. Most subjects expressed that they wished their work would afford more time for personal contact with residents in their homes.

MENTAL RETARDATION (Cont.)

Ferrara, D.M. Attitudes of parents of mentally retarded children toward normalization activities. American Journal of Mental Deficiency, 1979, 84(2), 145-151.

A study to determine the attitudes of the parents of mentally retarded children toward activities related to mainstreaming. Specifically, the researcher sought to answer three questions: 1) What do parents think about normalization in general? 2) How do they feel about it in relation to their own individual children? 3) Do these attitudes relate to their child's sex, age, or level of retardation? The author surveyed 250 parents, specifically chosen because of their involvement with one or more organized parents' groups. Two forms of a 50-item attitude questionnaire were carefully developed for use in this research, one form dealing with attitudes toward normalization activities in general, the other with attitudes toward normalization activities for the respondent's own child. Results indicated a significant difference between forms, with parents expressing more positive attitudes toward normalization in general, than when "child specific." The was particularly true of parents of those children least likely to be assimilated easily into the mainstream. The author concludes with recommendations for parent training to teach them to facilitate their child's normalization activities.

Floor, L.; Baxter, D.; Rosen, M.; & Zisfein, L. A survey of marriages among previously institutionalized retardates. Mental Retardation, 1975, 13(2), 33-37.

An investigation of the marital status of 80 previously institutionalized retardates. Possible effects of institutionalization are discussed, and suggestions are made to improve the chances of future marital success.

Foley, J.M. Effect of labeling and teacher behavior on children's attitudes. American Journal of Mental Deficiency, 1979, 83(4), 380-384.

See Learning Disabilities.

Foster, G., & Ysseldyke, J. Expectancy and halo effects as a result of artificially induced teacher bias. Contemporary Educational Psychology, 1976, 1(1), 37-45.

See Learning Disabilities.

Franzman, B.W. The effects of training and support group membership on volunteers serving the institutionalized mentally retarded. Dissertation Abstracts International, 1977(May), 37(9-B), 4753-4754.

An assessment of two types of training and the presence or absence of a support group on the attitudes of volunteers who work with mentally retarded people toward persons with mental retardation. Subjects were 48 undergraduates who did volunteer work at an institution for mentally retarded people. Half were participants in an academic program on mental retardation; half were participants in orientation training. These people were assigned to two conditions: half of each group participated in peer support meetings; the other half did not. All other variables (e.g., experience with mentally retarded people) were systematically controlled through careful placement in conditions. Attitudes toward mentally retarded people were assessed through a number of self report and observational techniques. Results supported the hypotheses that both academic training and the presence of a support group improved attitudes. However, there were differential interaction effects; those who had received formal (academic) training benefitted from the support group, while those who did not have academic training were less positive when they participated in the support group condition.

Freeman, S., & Algozzine, B. Social acceptability as a funtion of labels and assigned attributes. American Journal of Mental Deficiency, 1980, 84(6), 589-595.

See Learning Disabilities.

Gan, J.; Tymbhuk, A.J.; & Nishihara, A. Mildly retarded adults: Their attitudes toward retardation. Mental Retardation, 1977, 15(5), 5-9.

A report on a survey of 33 mentally retarded adults in which subjects were asked to express their attitudes toward and their beliefs about mental retardation. The authors discuss the very important misconception that mentally retarded individuals are unable to respond to such questions. The survey consisted of 40 items related to: knowledge of mental retardation, general attitude toward mental retardation, and general ability, job skills, integration, rights, special needs, and personality of mentally retarded persons. Results showed that 73% of the subjects had accurate knowledge of mental retardation, 72% had positive attitudes toward mentally retarded individuals, and 65% and 79% respectively showed realistic assessment of general abilities and job skills. A full 92% were in favor of mainstreaming mentally retarded people into the community, and 76% were aware of their rights, but 79% were also aware of the special needs of mentally retarded individuals within the community. The authors conclude by suggesting further assessment of the attitudes of people with mental retardation.

Gelles, H.M. A model for affecting attitudinal and behavioral changes in primary age normal children toward severely mentally handicapped trainable children based on contact frequency in favorable school interactions. Dissertation Abstracts International, 1978(Jul.), 39(1-B), 358.

A presentation of a theoretical model, based on the work of Allport and Festinger, which is intended to improve the attitudes and behaviors of nondisabled third grade students toward mentally retarded classmates. The model includes proximity, similarity, and rewards as factors intended to effect these positive changes. The formulated model presents all aspects necessary for implementation, among them, orientation for staff, details on the children to be included, lesson plans, and pre- and post-training attitudinal and behavioral measures.

MENTAL RETARDATION (Cont.)

Gerke, R.E. The effects of mainstreaming on the self-concept and reading achievement of exceptional children at the elementary level. Dissertation Abstracts International, 1976(May), 36(11-A), 7337-7338.

See Mental Illness.

Gibbons, F.X., & Gibbons, B.N. Effects of the institutional label on peer assessments of institutionalized EMR persons. American Journal of Mental Deficiency, 1980, 84(6), 602-609.

A study to assess the attitudes of mentally retarded individuals toward mentally retarded peers. Subjects were 59 educable mentally retarded individuals who were institutionalized at a state school. They were each read stories about hypothetical same sex persons and asked to rate them by adjective selection and by social distance preference. Results indicated, contrary to hypotheses, that there was no preference for the noninstitutionalized person on the adjective measure. There was, however, a significant difference on two of the social distance items between responses to the institutionalized person and the noninstitutionalized person. The authors discuss this finding extensively in terms of subjects' preference for group affiliation. In addition, subjects showed a preference for stimulus persons who were favorably described, as opposed to those who were unfavorably described.

Gibbons, F.X.; Sawin, L.G.; & Gibbons, B.N. Evaluations of mentally retarded persons: "Sympathy" or patronization? American Journal of Mental Deficiency, 1979, 84(2), 124-131.

A study intended to measure the effects of labeling on evaluations of "successful" and "unsuccessful" stimulus persons. Subjects were asked to read a transcript of an interview with a young woman and respond to some questions about her. They read either favorable or unfavorable information and, in addition, were led to believe that she was either mentally retarded or not. Results indicated a "patronization effect" in which subjects placed less blame on the unsuccessful woman if she had been labeled mentally retarded and gave the successful woman less credit if she had been labeled mentally retarded. In all situations, subjects attributed more to external factors when they believed the subject to be mentally retarded. The authors discuss this in terms of perceptions of mentally retarded persons who have been mainstreamed into the community.

Goldstein, K.E.D. A comparative study of university students, professionals, and community attitudes toward mental retardation. Dissertation Abstracts International, 1979(Mar.), 39(9-A), 5446.

A study assessing the attitudes toward mentally retarded people of five groups of people with differing amounts of information on mental retardation. The hypotheses are based on the belief that the more information a person has on a particular topic, the more appropriate the attitude toward the topic. Results support this contention. Students enrolled in special education were found to have better attitudes than students enrolled in other disciplines. Furthermore, results also indicated differences between sophomores and seniors within the special education program, suggesting that additional knowledge improves the attitudes of even those who were predisposed toward working with mentally retarded persons.

Goodman, D.M. Parenting an adult mentally retarded offspring. Smith College Studies in Social Work, 1978, 48(3), 209-234.

Studied the feelings, attitudes, views, problems, and practices of 23 parents of 16 mentally retarded adults (ten males, six females). Respondents were 46-78 years old. They were administered a 62-item questionnaire during interviews. Almost all said they felt uncomfortable leaving their offspring alone, whether supervised or not. More than half felt that the retardate's presence at home had little effect on their social life. As has been found in other studies, most parents reported no current involvement with professionals. All expressed a wish for more job-related programs for the retarded. Almost all said that they got along well with the retarded individual, but certain problems in the relationships were noted. What would happen to the retarded person when the parent(s) died was a major sourve of anxiety and two-thirds of the respondents said they needed help or guidance in planning their child's future. Findings of the study do not make it clear whether these parents' tendency toward chronic sorrow, fatigue, social insulation, heavy reliance on the family, unremitting involvement with the retarded offspring, and avoidance in dealing with the future represent the erosion of long-term stresses and the full range of possible adaptations to a harsh reality, or whether they reflect unresolved conflicts within the parents about their offspring. (D.B. Dorfman) (PA)

Gorman, M. Community absorption of the mentally ill: The new challenge. Community Mental Health Journal, 1976, 12(2), 119-127.

See Mental Illness.

Gottlieb, J. Improving attitudes toward retarded children by using group discussion. Exceptional Children, 1980, 47(2), 106-111.

Hypothesized that (a) nonhandicapped children who participated in a discussion of retardation would improve their attitudes significantly more than children who did not participate; (b) children having positive attitudes would cause greater improvement in attitudes of negative children than would those having neutral attitudes; and (c) high sociometric status children would be more resistant to attitude change than would low status children. Three hundred and thirty-nine third to sixth graders were pretested on a 30-adjective checklist and a sociometric questionnaire, and on the basis of their responses were assigned to one of three experimental discussion-group conditions or a control condition (discussion of a nonrelevant topic). Data analyzed through a regression analysis of covariance showed significant support for the first hypothesis. However, positive subjects did not serve as more effective change agents than neutral subjects, and low status subjects were not more inclined to change attitudes than were high status subjects. At the least, however, the findings indicate that it is possible through directed discussion to improve the attitudes of nonhandicapped children toward retarded children and suggest that if the treatment precedes the mainstreaming experience, normal children may be prepared to accept their handicapped peers. (B. McLean) (PA)

Gottlieb, J. Public, peer, and professional attitudes toward mentally retarded persons. In M.J. Begab & S.A. Richardson (Eds.), The mentally retarded and society: A social science perspective. Baltimore, MD: University Park Press, 1975, 99-125.

An excellent review of research on attitudes toward mentally retarded people. The author begins by pointing out the importance of this research to the success of mainstreaming efforts. He also demonstrates the confusion associated with this research. Findings are often contradictory. This, the author attributes to a number of methodological differences among studies. He then addresses, in great detail, research related to the attitudes of the general public, the attitudes of peers, and the attitudes of professionals who deal with mentally retarded people. For each group, he addresses studies which define the attitudes, and studies which suggest ways of improving attitudes. He concludes with a number of research suggestions. Included is a comprehensive listing of references.

Gottlieb, J.; Gampel, D.H.; & Budoff, M. Classroom behavior of retarded children before and after integration into regular classes. The Journal of Special Education, 1975, 9(3), 307-315.

An observational study to assess the effects of integration on educable mentally retarded children. Results indicated that the integrated children exhibited behaviors closer to their nonretarded classmates than did those who were segregated in a special class.

Gottlieb, J., & Gottlieb, B.W. Stereotypic attitudes and behavior intentions toward handicapped children. American Journal of Mental Deficiency, 1977, 82(1), 65-71.

A study in which 56 junior high students were questioned regarding their attitudes toward mentally retarded and orthopedically-impaired children. Results indicated that attitudes toward the orthopedically-impaired children were more favorable than attitudes toward those with mental retardation. Methodological difficulties involved in attitude research toward disabled populations are also discussed. Instruments used: two paragraphs describing two children with disabilities, followed by an adjective checklist and a social distance scale.

Gottlieb, J., & Siperstein, G.N. Attitudes toward mentally retarded persons: Effects of attitude referent specificity. American Journal of Mental Deficiency, 1976, 80(4), 376-381.

Studied the effects of the specificity of the attitude referent on 75 female undergraduates' expressed attitudes. Specifically, attitudes toward a "mentally retarded person" referent were compared with attitudes toward mentally retarded referents who were described in terms of their severity of retardation and chronological age. Results indicate that expressed attitudes toward a nondescript mentally retarded person referent were generally intermediate in favorability between mildly and severely retarded person referents. The response format of the attitude questionnaire (e.g., Likert's of forced-choice) also affected attitude scores differently as a function of the referent employed. (Journal abstract) (PA)

Guralnick, M.J., & Paul-Brown, D. Functional and discourse analyses of nonhandicapped preschool children's speech to handicapped children. American Journal of Mental Deficiency, 1980, 84(5), 444-454.

A study to assess the effects of a listener's disability on the verbal and nonverbal interaction of a nondisabled child. Subjects were eight nondisabled preschool children who were asked to show another child how to play with one of several toys. The subjects' verbal and nonverbal interaction was electronically recorded for analysis. Each child was asked to interact with four children, one at a time. One child was mildly retarded, another moderately retarded, a third severely retarded, and a fourth nondisabled. Patterns and features of speech and nonverbal behavior were analyzed for differences across conditions. A number of significant differences were found, suggesting that subjects were modifying their language and behavior to more effectively communicate with the other child. The authors discuss these findings in terms of mainstreaming and early intervention.

Hersh, A.; Carlson, R.W.; & Lossino, D.A. Normalized interaction with families of the mentally retarded -- To introduce attitude and behavior change in students in a professional discipline. Mental Retardation, 1977, 15(1), 32-33.

A study on the effects of an affective, as well as a cognitive, segment of training in attitudes of social work students toward mentally retarded individuals. Subjects were assigned to one of two treatment conditions: course work only or course work plus one day with a family with a mentally retarded family member. It was hypothesized that those students who had had the additional social contact with the mentally retarded individual and his/her family would rate mentally retarded people more positively than those who had not had the affective exposure. Results showed a tendency toward supporting the hypothesis. However, sample sizes were too small and random sampling too difficult to allow for any significant findings. The authors recommend further research on the subject of affective exposure and attitude change.

Hill, P.M., & Hill, A.L. MR knowledge of undergraduate and graduate students. Mental Retardation, 1976, 14(3), 26-28.

A study comparing the knowledge of mental retardation of three groups of people: "experts" in the field, graduate students in special education, and undergraduates in special education. The purpose of the study was to identify some major areas of misinformation about mental retardation which might be held by members of mainstream society. The authors point out that these misconceptions might interfere with the work of professionals in the field of mental retardation. Results indicate a general increase over previous studies in the percent of correct responses given by all groups. They also show, as predicted, differences in knowledge resulting from different degrees of training in mental retardation. The authors analyze the changes over time of some prevalent myths, and the persistence of others.

Jackson, M.B. Comparison of attitudes and effects of brief academic exposure on attitudes toward mental retardation of Northern, Southern, and Southwestern Blacks. Dissertation Abstracts International, 1976(Nov.), 37(5-B), 2509-2510.

A study to compare the attitudes of various samples of Black students toward mental retardation, and the effects, if any, of academic exposure on these attitudes. Subjects were divided into one of four treatment conditions: 1) pretest, academic exposure (a lecture and film on mental retardation), and post-test; 2) pretest, unrelated exposure (a lecture and film that did not deal with mental retardation), and post-test; 3) academic exposure and post-test only; and 4) pretest only. Results did indicate differences in attitudes based on sex of subject and on geographical region. Strong support was also found for attitude change as a result of academic exposure. The author recommends ways in which this research can be expanded.

Kastner, L.S.; Reppucci, N.D.; & Pezzoli, J.J. Assessing community attitudes toward mentally retarded persons. American Journal of Mental Deficiency, 1979, 84(2), 137-144.

An attempt to clarify the discrepancy between stated attitudes toward mentally retarded persons and actual behaviors toward mentally retarded people in the community. Subjects were over 200 individuals who were administered an oral questionnaire related to mentally retarded people. Subjects were interviewed in their homes, which were located in ten "threat condition" neighborhoods and ten "control condition" neighborhoods. Neighborhoods which had a house for sale were targeted as "threat" neighborhoods. Reference was made by the interviewer to the vacant house as a possible location for a group home prior to the administration of the questionnaire. In the "control" condition, no such reference was made to a possible local group home, even if there were houses for sale in the neighborhood. Results showed only a slight impact of condition on responses. There was, however, a strong relationship found between experience with mentally retarded individuals and positive attitudes toward them.

Kauffman, D.J. Effects of contact and instruction on regular classroom teachers' attitudes toward the mentally retarded. Dissertation Abstracts International, 1977(Aug.), 38(2-A), 729.

A report on evaluations of training for regular classroom teachers to increase knowledge of and attitudes toward educable mentally retarded (EMR) children. Subjects were randomly assigned to one of four treatment conditions: 1) a three-hour workshop providing information about EMR children; 2) a three-hour workshop providing contact with EMR children; 3) a three-hour workshop providing both information and contact; and 4) no workshop (control condition). Knowledge and attitudes were assessed using the Instructional Test Items Inventory and the Multidimensional Attitude Scale of Mental Retardation. Results indicated that teachers who received information about EMR scored significantly higher on knowledge measures than those who had not received information. In addition, those who had contact during the workshop with EMR children scored higher than those who had no such contact on one measure of attitudes, although not on overall attitude scores.

Kelly, N.K., & Menolascino, F.J. Physicians' awareness and attitudes toward the retarded. Mental Retardation, 1975, 13(6), 10-13.

A study which demonstrated that a sample group of physicians was relatively unfamiliar with the local services available to mentally retarded people, despite national recognition of these services.

Kennon, A.F., & Sandoval, J. Teacher attitudes toward the educable mentally retarded. Education & Training of the Mentally Retarded, 1978, 13(2), 139-145.

Studied teacher attitudes held toward one group of exceptional children, the educable mentally retarded (EMR), prior to the implementation of the California Master Plan for Special Education. Sixty experienced majority and minority EMR and regular class teachers completed a questionnaire containing the Multidimensional Attitude Scale on Mental Retardation. EMR and regular class teachers as groups did not differ in their attitudes toward retarded pupils, a finding consonant with other research. Analysis of variance revealed, however, ethnic group differences in certain areas of attitudes within the regular class and EMR teachers. In addition, regular class teachers with previous experience with the retarded were more positive toward them than teachers with little contact with EMR children and adults. Results are discussed with reference to plans to educate EMR pupils in regular rather than in self-contained, nonintegrated classrooms. (Journal abstract) (PA)

Kitano, M.K. Children's ability to take a retarded child's role: Effects of knowledge and experiential similarity. Dissertation Abstracts International, 1977(Feb.), 37(8-A), 5038-5039.

A study assessing the ability of nondisabled children to take the role of a retarded child. The author hypothesized that children would be more likely to be able to take the retarded child's role if they had had experience with mentally retarded people and/or if they had had failure experiences, which the author felt would make them feel more similar to mentally retarded peers. Results partially confirmed the author's predictions. Nondisabled children, in general, had great difficulty taking a disabled child's role. There was a significant effect based on familiarity with mentally retarded children. Those who had retarded siblings were more likely than all others to be able to take the disabled child's role; however, there was no difference between children from integrated and nonintegrated settings. Failure experiences had no significant effect on role taking ability. The author points out that the inability of most children to take the role of a mentally retarded child can result in misunderstanding and misinterpretation, which, in turn, can cause negative attitudes.

Kitano, M., & Chan, K.S. Taking the role of retarded children: Effects of familiarity and similarity. American Journal of Mental Deficiency, 1978, 83(1), 37-39.

A report on a study to clarify the ability of a nondisabled child to take the role of a mentally retarded child. Subjects were 76 children who had demonstrated an ability at role-taking. These children were asked to read a story about a main character, his best friend, and a mentally retarded child. Subjects were measured on abilities to accurately take affective perspectives and accurately predict motives. It was found that subjects were significantly better able to infer affect and motives for a nonretarded child than for a retarded child. There was also a significant effect for familiarity with a mentally retarded child, with siblings of mentally retarded children scoring higher than all other subjects. The authors discuss these findings in terms of facilitating social interaction between mentally retarded and nonretarded children.

Knepper, V.M. A cross-cultural study of professional opinions on the role of parental values and attitudes in early childhood education of the mentally retarded in England and the United States of America. Dissertation Abstracts International, 1976(Oct.), 37(4-A), 2111-2112.

A discussion, based on the views of British and American leaders, of the educational problems faced by parents of mentally retarded children and solutions to these problems. The author discusses at length ways in which parents can most effectively participate in the education of their mentally retarded children. The author concludes that parents can benefit from interaction with other parents sharing similar circumstances. She also concludes that organized agencies are willing to help by determining what services are necessary and by coordinating service delivery. Finally, she found that there is a need to better coordinate services provided by health and social service agencies and the school system. She suggests that parents should be better informed about their children's conditions and better trained to meet their children's needs.

Krisheff, C.H. Adoption agency services for the retarded. Mental Retardation, 1977, 15(1), 38-39.

A report on a survey to compare and contrast the placement policies for adoption of mentally retarded and nonretarded children. Responses were very positive with 93% of the adoption agencies considering mildly retarded children to be adoptable. Furthermore, there were few differences between policies for placement of mentally retarded and nonretarded children. The only major difference was in the length and/or intensity of pre-placement counseling. This was accounted for by the need for special information on mental retardation and resources for mentally retarded people. There was no difference in follow-up after placement.

Kurtz, P.D.; Harrison, M.; Neisworth, J.T.; & Jones, R.T. Influence of "mentally retarded" label on teachers' nonverbal behavior toward preschool children. American Journal of Mental Deficiency, 1977, 82(2), 204-206.

A study which focused on the nonverbal responses of teachers to children who had been labeled mentally retarded and those who had not. Twelve teachers were assigned to one of two conditions: 1) they read a description of a child which led them to believe that the child was mentally retarded (which the child was not), or 2) they read a description of the child in which no mentally retarded label was given. Measurements were nonverbal indications (touching, eye contact, and body leans) while the teacher was reading a story to the child. Results indicated a positive effect of labeling, with teachers exhibiting more body leans when they believed that the child was mentally retarded.

Kuveke, S.H. School behaviors of educable mentally retarded children. Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1476.

A study which sought to explain the social rejection of educable mentally retarded (EMR) children by their nondisabled classmates. It was hypothesized that the EMR children were being rejected because of their socially unacceptable behavior. In order to assess this, public elementary school teachers with at least one mainstreamed EMR child in their classes were asked to rate matched pairs of children, one EMR and one nondisabled, on a behavior rating scale composed of 36 items. In addition, approximately one-half of the pairs were observed by another rater to obtain comparisons with teacher ratings. Results supported the hypothesis; statistically significant differences were recorded for pairs on 12 behavioral items. Observation supported these findings that EMR children exhibit more socially unacceptable behavior than nondisabled children. These results, however, did not attain significance.

Larson, S.L. The implications of labeling and diagnostic placements of children within schools in two Southeastern Nebraska communities. Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1440-1441.

See Learning Disabilities.

Lavelle, N.J. Parents' expectations and causal attributions concerning their children's performance on school related tasks. Dissertation Abstracts International, 1978(Feb.), 38(8-A), 4733.

An assessment of expectations and attributions of parents of "educationally handicapped" (EH), educable mentally retarded (EMR), and "normally" achieving (NA) children. Parents were randomly assigned to one of three conditions: feedback on their children's performance was either success, failure, or ambiguous. Results were as hypothesized. Mothers of EMR chil-

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dren held the lowest expectations, those of NA children the highest, and those of EH children the middle. Parents of EH children were most likely to attribute their children's success or failure to effort (or lack of effort). The author discusses the implications of these findings.

Lee, M. Retention of stereotypes as a function of locus of control and source of information. Dissertation Abstracts International, 1976(May), 36(11-A), 7341.

A study to assess the effects of labeling on behavior ratings. Independent variables were subjects' locus of control (primarily external versus primarily internal) and source of labeling (classroom teacher versus psychiatrist and school psychologist). All subjects viewed a film of a nondisabled child who had been labeled "educable mentally retarded" or labeled nondisabled. Results indicate a significant main effect for label and locus of control. Those subjects classified as "external" showed a significant effect based on labeling source, while those subjects classified as "internal" did not. The author stresses, however, that labeling does create expectancies, regardless of locus of control.

Levine, B.G. Attitudes of Head Start teachers and aides toward handicapped children. Dissertation Abstracts International, 1976(Oct.), 37(4-A), 2112-2113.

See Hearing Impairment.

Lillis, L., & Wagner, R.M. Nursing education: Its effect upon attitudes toward the mentally retarded. Rehabilitation Literature, 1977, 38(11-12), 358-363.

An article discussing a one-year study to identify the attitudes of student nurses toward people with mental retardation and to determine whether the students were being adequately prepared to work with this population. A questionnaire was used with 240 student nurses. Results showed that existing programs did not provide adequate training and/or exposure to mental retardation; student nurses did not exhibit a desire to work with this population; institutional tours were not effective techniques of exposure to this population. Graduating students did not differ attitudinally from entering students regarding mental retardation.

Lippman, L.D. Development of a set of indicators of societal concern for mentally retarded persons. Dissertation Abstracts International, 1976 (Aug.), 37(2-A), 1238-1239.

A report on the development of a survey and the results of the survey on indicators of attitudes toward individuals with mental retardation. The survey was developed initially from a review of the literature, then was refined further through extensive open-ended interviews with ten "experts." The survey was mailed to four categories of people with various degrees of association with mentally retarded persons. Respondents were asked to indicate the importance of 153 items. The end result was a series of 105 items clustered under the following main categories: Living Arrangements,

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Economic Security, Health Services, Education, Social Services, Work, Legal Rights and Liberties, and Government Services and Funding. The author defines the completed survey as a means of "gathering... factual and quantitative information."

McCaffery, L.J. Use of sociometric techniques with mentally retarded and learning disabled children. Group Psychotherapy, Psychodrama & Sociometry, 1976, 29, 111-112.

See Learning Disabilities.

Maas, E. Children's understanding of emotionally, mentally, and physically handicapped behaviors and related mental health concepts: A developmental study. Dissertation Abstracts International, 1977(Jul.), 38(1-B), 368-369.

See Mental Illness.

MacMillan, D.L.; Jones, R.L.; & Meyers, C.E. Mainstreaming the mildly retarded: Some questions, cautions and guidelines. Mental Retardation, 1976, 14(1), 3-10.

A detailed discussion of mainstreaming and its potential ramifications. More care is called for so that children are not harmed "in this wave of well-intended, but sometimes naive, acceptance of mainstreaming." (Abstract) Teacher attitudes and preparation are considered, and several guidelines are proposed.

Mantovani, G. Professional role, social condition and operative image in mentally disadvantaged children. (Ital.) Archivio di Psicologia, Neurologia e Psichiatria, 1978, 39(2), 199-223.

Investigated the image of the mentally disadvantaged (MD) child as seen by adults to understand how this image is influenced by the professional role of adults and by personal close experience. Thirty mothers of normal children, 20 mothers of MD children attending special primary schools, 30 teachers of a normal primary school, and 10 teachers in a special school for the MD were administered the semantic differential with a questionnaire about operational perspectives in educational and social integration of such children. The descriptions of these children given by the special teachers were closer to the descriptions by their mothers than were the descriptions of these children given by teachers and mothers of normal children. Descriptions of handicapped children were influenced by the socioeconomic level of the family and by the mother's level of education. (L. L'Abate) (PA)

Masumura, M., et al. Group therapy of autistic children at an outpatient clinic. (Japn.) Japanese Journal of Child Psychiatry, 1975, 16(5), 316-324.

To overcome autistic tendencies and achieve successful socialization, autistic children must be given regular contacts with normal children.

MENTAL RETARDATION (Cont.)

Although an autistic child may be able to achieve a successful rapport with a therapist in a therapeutic environment, he can make only limited progress there. Autistic and mentally retarded children were divided into three groups of six to eight members depending on age, mental and physical development, and social abilities. The most advanced group was periodically taken to a local school to play with normal children. This stimulation helped some children to markedly increase their social skills and their ability to interact emotionally and physically with normal children. It provided both positive and negative motivation for overcoming autistic habits, and spontaneous behavior was improved. Social prejudice of teachers and of parents of normal children must be countered to permit the expansion of this program to include the more severely retarded and emotionally disturbed children. (S.J. Dahms) (PA)

Medved, R.M. A study of the differential perceptions of educators toward children with mental retardation labels. Dissertation Abstracts International, 1976(Sep.), 37(3-A), 1337.

A study to assess the effects of various mental retardation labels on the attitudes of special education teachers, regular classroom teachers, principals, and special education administrators. Each subject was given a Semantic Differential Questionnaire and a Program Placement Instrument. Results indicated that: 1) Labels of mental retardation resulted in less positive attitudes than did "typical" labels; and 2) There were signigicant differences in attitudes toward mentally retarded individuals between special education and general education professionals. These findings are discussed in relation to labeling and classification strategies.

Merriman, P.S. Normal children's development of social expectations of mentally retarded children. Dissertation Abstracts International, 1975(May), 35(11-B), 5621-5622.

A report on a study of the attitudes of nondisabled children toward mentally retarded peers. Attitudes were assessed through use of a happy-sad face game. It was found that stereotypes about mentally retarded peers are already apparent by the second grade. Subjects evidenced clear distinctions between self and other and between "in group" and "outgroup." Findings are discussed in relation to a number of theories and constructs.

Mesibov, G.B. Mentally retarded people: 200 years in America. Journal of Clinical Child Psychology, 1976, 5(3), 25-29.

Analyzes attitudes and events surrounding mental retardation over the past 200 years. Initially ignored and absorbed into an agrarian society by the 1850's, special programs took the retarded out of homes and offered special "school" training so that they could return to society. Minimal success in meeting this goal fostered a form of protective isolation of the retarded but ultimately resulted in cruel incarceration. Between the two world wars the retarded were ignored, after which a continuing effort to improve their lives emerged in the form of training, treatment, and research programs. Yet even today, professionals and the lay public are

MENTAL RETARDATION (Cont.)

ill informed about the retarded. Perhaps directing more effective informational programs at the general public would help improve the quality of life of the mentally retarded citizen. (PA)

Millea, M.J. Parental perception and expectations in the management of mentally retarded children: Developmental implications. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 3982-3983.

An attempt to assess the effects of a number of selected parental attributes and opinions on the development of mentally retarded children. A survey, composed of 67 items (approximately half each on parental attributes and parental opinions) and five open-ended essay questions, was given to pairs of parents. Results failed to find a relationship between selected variables -- e.g., behavior of parents during pregnancy and academic achievement of the child, and parents' religion and the degree of child's independence, etc. The author suggests that the study was limited due to the nature of the sample, limitations of the design, etc. However, he recommends further research using the same survey instrument.

Moore, J., & Fine, M.J. Regular and special class teachers' perceptions of normal and exceptional children and their attitudes toward mainstreaming. Psychology in the Schools, 1978, 15(2), 253-259.

See Learning Disabilities.

Mosley, J.L. Integration: The need for a systematic evaluation of the socio-adaptive aspect. Education & Training of the Mentally Retarded, 1978, 13(1), 4-8.

A review of the literature suggests that the impetus for the current trend toward the integration of the mentally handicapped child into regular classes stems, in part, from the disappointing results obtained with special class placement. As such, from an academic as well as an economic point of view, integration would seem to be a viable alternative. However, from the socio-adaptive perspective, data suggest that normal peer group attitudes toward educable mentally retarded children are not positive and can lead to the social isolation of these children. These attitudes have implications for the "modeling" that is assumed to operate within integrated educational programs. It is concluded that there is a need for a systematic evaluation of peer group and teacher attitudes within integrated educational programming. (Journal abstract) (PA)

Mulcahy, R. Practical introduction to mental retardation. Mental Retardation Bulletin, 1977, 5(2), 82-85.

Describes a seven-unit course, PRIMER, which provides an introduction to the nature, treatment, and scope of mental retardation. The course is designed to provide community residents with an understanding of the problems of the retarded and to help break down stereotyped attitudes that may hinder community acceptance of the retarded.

MENTAL RETARDATION (Cont.)

Naremore, R.C., & Hipskind, N.M. Responses to the language of educable mentally retarded and normal children: Stereotypes and judgments. Language, Speech & Hearing Services in the Schools, 1979, 10(1), 27-34.

Investigated whether a group of hearing and speech professionals held stereotypes about the language of mentally retarded and normal children and whether their evaluations of such children's actual language behavior would reflect these stereotypes. Seventy-five graduate students in speech pathology and audiology rated the speech and language of two educable mentally retarded and two normal boys. Results indicate that the judges held preconceived ideas about language behavior of educable mentally retarded and normal children, which were reflected in their judgments of the children's verbal language. (Journal abstract) (PA)

Norman, H.A. An analysis of attitudes of ward attendants toward mental retardation in four state residential institutions for the mentally retarded. Dissertation Abstracts International, 1975(Sep.), 36(3-A), 1438-1439.

A study to assess the attitudes of ward attendants at state institutions for mentally retarded persons and the variables which may influence these attitudes. Results included: 1) Subjects demonstrated above average attitudes toward mentally retarded individuals; 2) Age and sex were significant determinants of attitudes held; 3) Knowledge of mental retardation was a significant determinant of attitudes, although not necessarily a precursor of positive attitudes; 4) Subjects with less than one year experience held the most favorable attitudes toward mentally retarded people, while those with more experience had less favorable attitudes and had less a feeling of control over the environment; 5) There was a direct relationship between experience and quality/quantity of work; and 6) The attitudinal configuration was similar for both male and female subjects.

Olsen, D.H. The effects of a cross-age tutoring program on the reading achievement of mildly retarded student tutees and on the attitudes of "normal" fifth and sixth grade elementary school student tutors toward retarded children. Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1442.

A report on results of a tutoring program on the attitudes of nondisabled children toward mentally retarded children being tutored by them and on the reading abilities of the children being tutored. Tutors were fifth and sixth grade nondisabled children who tutored mildly retarded children in reading for ½ hour per day for ten weeks. Results were highly positive, with tutors showing significantly more positive cognitive and action tendency components of attitudes toward mentally retarded children scores. Although results cannot be considered conclusive because of contamination by other variables, tutees also appeared to benefit dramatically from the experience, showing significantly higher reading scores than children not being tutored by their peers. Anecdotal information supports these positive results.

MENTAL RETARDATION (Cont.)

Parish, T.S.; Eads, G.M.; Reece, N.H.; & Piscitello, M.A. Assessment and attempted modification of future teachers' attitudes toward handicapped children. Perceptual and Motor Skills, 1977, 44(2), 540-542.

See Learning Disabilities.

Parks, A.W. The development, evaluation and application of the Attitudes Toward Privacy Scale (ATPS). Dissertation Abstracts International, 1979(Mar.), 39(9-A), 5466-5467.

A report on the development of a Likert-type survey instrument to assess attitudes toward privacy. The reliability and concurrent validity were tested by administering the test to a group of undergraduate and graduate students. Although the purpose of the scale is to investigate attitudes toward privacy in a variety of settings, several items are related specifically to the privacy of mentally retarded individuals.

Peck, C.A.; Apolloni, T.; Cooke, T.P.; & Raver, S.A. Teaching retarded preschoolers to imitate the free-play behavior of nonretarded classmates: Trained and generalized effects. Journal of Special Education, 1978, 12(2), 195-207.

Results of two peer-imitation training procedures which were applied to increase imitation by mentally retarded children of the behavior of their nonretarded classmates. The procedures consisted of brief training sessions in which the retarded child was actively encouraged to imitate the behavior of the nonretarded child and was socially reinforced by an adult for having done so. Imitation was increased as a result, and this imitative response was maintained even without the presence of the rewarding adult. In addition, these procedures led to increased social interaction between the retarded children and their nonretarded peers in both training and non-training situations.

Pedulla, B.M. Mothers' perceptions of their retarded children's development: The relationship of selected mother and child variables to realism. Dissertation Abstracts International, 1976(Jan.), 36(7-B), 3619-3620.

An assessment of mothers' perceptions of the present abilities and future abilities of their retarded children. Subjects were the mothers of 56 retarded children, aged 2 to 12. Mothers and professionals were asked to indicate the current and future functioning ability of their children in eight behavioral areas: receptive language, expressive language, gross motor skills, fine motor skills, self-help skills, occupational skills, general intelligence, and academic achievement. Comparisons between mothers' responses and those of the professional raters indicated that 40% of the mothers overestimated their children's present abilities, and 80% overestimated their future abilities. Mothers of higher economic status were more likely than mothers of lower economic status, and mothers of more disabled were more likely than mothers of less disabled children to overestimate their children's abilities.

MENTAL RETARDATION (Cont.)

Peters, L.G. Concepts of mental deficiency among the Tamang of Nepal. American Journal of Mental Deficiency, 1980, 84(4), 352-356.

A discussion of mental retardation as it is perceived among the Tamang people of Nepal. The author points out that, even though there seems to be little apparent need for literacy or schooling among these people, since it is primarily a poor agrarian society, there is a well defined concept of mental retardation, with varying degrees of retardation. These classifications are made primarily on the basis of speech competency. Although the people, in general, treat individuals who have been identified as mentally retarded kindly, there are social restrictions which affect retarded persons. The author suggests that speech competency may be a useful tool in cross cultural examination of mental deficiency.

Peterson, C.P. Retention of MR children in a community school program: Behaviors and teacher ratings as predictors. Mental Retardation, 1977, 15(1), 46-49.

An attempt to identify indicators of successful placement of developmentally disabled children in a community school system. Nine children were evaluated by parents/primary caretakers and by teachers, using several behavior and attitude rating forms, both at the child's entry into the school program and at a 3-4 month follow-up period. Learning problems, aggressive behaviors, attention seeking behaviors, and bizarre behavior were predictive of poor outcome ratings. In particular, children who behaved aversively, asocially, and/or aggressively were considered unlikely to be maintained within the community setting. In addition, teachers' initial ratings of the child were predictive of later outcome ratings.

Plata, M. Housing discrimination toward one parent families with a handicapped son. Exceptional Children, 1979, 46(2), 132-133.

See Mental Illness.

Price-Bonham, S., & Addison, S. Families and mentally retarded children: Emphasis on the father. Family Coordinator, 1978, 27(3), 221-230.

In this review, literature is summarized that is relevant to persons who work with mentally retarded (MR) children and their families. However, the major emphasis is on the relationship between fathers and their MR children. It is suggested that fathers should be more involved with their MR child, and this can be achieved through education, counseling, and various programs. (Journal abstract) (PA)

Puig, J.C.S. Relationship between ethnic group membership and low socioeconomic status on mothers' perceptions of their educable mentally retarded children. Dissertation Abstracts International, 1977(Jun.), 37 (12-A), 7690-7691.

A comparison of the effects of race and socio-economic variables on stress experienced by mothers of children classified as educable mentally retarded. Two questionnaires were used to determine attitudes toward the children and toward available services for the children. Results indicated that, although there were more commonalities than differences between mothers in two racial groups, race appeared to have a greater effect on attitudes than socio-economic status. Recommendations based on this study include the provision of comprehensive information on available services to all mothers, regardless of race or socio-economic status.

Radtke, F.A. What, then, is mercy? A descriptive study of the attitudes of Western society toward mentally retarded people with philosophical, psychological and theological implications. Dissertation Abstracts International, 1975(Dec.), 36(6-A), 3568.

A discussion of the attitudes of Western society toward mentally retarded people. This is primarily a historical analysis of the evolution of these attitudes with particular attention paid to the religious and ethical bases for these attitudes. The author follows society's reaction from overt rejection and exclusion from society to the current state of rejection within the community.

Redner, R. Others' perceptions of mothers of handicapped children. American Journal of Mental Deficiency, 1980, 85(2), 176-183.

A study to examine perceptions of mothers of disabled versus nondisabled children. Specifically, the study was designed to address three questions: 1) Do observers have stereotypes about mothers of disabled children? 2) Are these stereotypes the result of actual differences in behavior? 3) Does the assignment of responsibility for the disability to the mother result in blame or sympathy? Subjects viewed a videotaped interview with a mother. One half of the mothers had disabled children, and one half had nondisabled children. In half of each of these two conditions, subjects were told that the videotaped mother had a disabled child, and in the other half that she had a nondisabled child. "Responsibility" for the disability was also experimentally manipulated. Results showed that there were significant differences in perceptions of behavior by mothers of disabled and nondisabled children, even when the child's condition was mislabeled. However, all mothers were perceived positively, and the perceptions of actual mothers of disabled children were more positive than perceptions of imagined mothers of disabled children.

Rehabilitation Research Institute. Community adjustment of deinstitutionalized mentally retarded persons. Rehab Brief, 1980, 3(6), 1-2, 4.

A report on a project by Elinor Gollay, Ruth Freedman, Marty Wyngaarden, and Norman Kurtz, who authored the book Coming Back. The project was an in-depth analysis of deinstitutionalization and attempted to: 1) review predictors of successful community adjustment; 2) describe current patterns of deinstitutionalization through large scale surveying and in-depth interviewing; 3) describe the experiences of persons who had been mainstreamed into the community; 4) determine the institutional, client, and community factors most conducive to successful mainstreaming; and 5) make recommendations based on research findings. Subjects included 440 deinstitutionalized mentally retarded individuals and persons from 250 institutions.

Reschly, D.J., & Lamprecht, M.J. Expectancy effects of labels: Fact or artifact? Exceptional Children, 1979, 46(1), 55-58.

An experimental assessment of the effects of labeling on teachers' expectancies. Subjects were regular classroom elementary school teachers who were asked to read a brief descriptive statement about a child and watch a lengthy videotape of the child. They were asked to make predictions of task performance on four separate occasions during the study: 1) after reading the biographical statement, but before viewing the videotape, 2) after the first ten minutes of the videotape, 3) after twenty minutes of videotape viewing, and 4) at the end of the thirty-minute videotape. Subjects were led to believe as a result of the biographical statement that the child was gifted, "normal," or educable mentally retarded. Results supported the research hypothesis that initial effects of labeling on expectancies would decrease as subjects collected more discrediting information. The authors discuss these findings in terms of social deviance theory.

Rhoades, C., & Browning, P. Normalization at what price? Mental Retardation, 1977, 15(2), 24.

A discussion addressing some of the disadvantages of integration of mentally retarded persons into a nondisabled population.

Rice, J.W. Interrelationship between teacher knowledge and attitude toward exceptionality and behavioral interaction with educable mentally retarded and nonretarded children in integrated elementary school classrooms. Dissertation Abstracts International, 1975(May), 35(11-A), 7133.

An attempt to identify interrelationships between teachers' knowledge of and attitudes toward educable mentally retarded children and teachers' actual classroom interactions with the children. Subjects were 70 teachers of integrated elementary school classes. Knowledge and attitude information was collected through the administration of the Rucker-Gable Educational Programming Scale. Behavioral interactions were recorded on the Behavioral Observation Scale for Pupils and Teachers by trained observers. All analyses yielded nonsignificant results. There was no apparent relationship found between either teacher knowledge or teacher attitudes and teacher behavioral interactions with educable mentally retarded children. In addition, there was no observable difference between interactions with disabled and nondisabled children.

Richardson, S.A. Reaction to mental subnormality. In M.J. Begab & S.A. Richardson (Eds.), The mentally retarded and society: A social science perspective. Baltimore, MD: University Park Press, 1975, 77-97.

A discussion of the process of assigning a person to the status of "mental subnormality." The author begins by explaining that a description of the

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term is a necessary prerequisite to assessing reactions to it. He follows the process of "administrative" assignment to the status of mental deficiency chronologically from fetal diagnosis (through amniocentesis) to preschool recognition to classification within the school system to post-school and older adulthood classification (based on socialization, employment problems, identification within the criminal system, etc.). The author then discusses other non-administrative classification devices, such as behavior, appearance, and movement. He concludes with a discussion of the effects of labeling on the person's development.

Rivera-Valentin, L. A study of the attitudes of regular class teachers in Puerto Rico toward mentally retarded children. Dissertation Abstracts International, 1978(Dec.), 39(6-A), 3516-35[illegible].

A study of several variables which might affect attitudes of regular classroom teachers in Puerto Rico toward mentally retarded children. The major variables studied were 1) presence or absence of a special class for mentally retarded children in the school at which the teacher taught, 2) years of teaching experience, 3) years of academic training, and 4) age. Attitudes were measured using the Multidimensional Attitude Scale on Mental Retardation. Subjects were 124 teachers, half from schools which had special classes for mentally retarded students and half from schools which did not. Findings failed to show any significant differences between groups. However, the study did reveal considerable opposition (82% of total) to the mainstreaming of mentally retarded children into regular classrooms.

Robinson, E.H., & Brosh, M.C. Communication skills training for resource teachers. Journal of Learning Disabilities, 1980, 13(3), 162-165.

See Learning Disabilities.

Robinson, L.H. Parental attitudes of retarded young mothers. Child Psychiatry and Human Development, 1978, 8(3), 131-144.

A study which compared the parenting attitudes of mentally retarded mothers to those of nonretarded mothers. Thirty-two mildly retarded women and 32 women with at least two years of college study were interviewed and asked questions relating to their parenting techniques. It was found that the mentally retarded mothers were more controlling, protective, and punitive than their nonretarded peers. Although both groups of mothers considered their own mothers to be stricter with them than they were with their own children, this tendency was stronger among mentally retarded respondents. The author points out that these findings are compatible with the hypothesis that children of mentally retarded parents may show higher IQ's than their parents because of better parenting. However, the author also suggests that programs be designed to help avoid inappropriate parenting attitudes.

Rockenbeck, M.U. An analog study of the label "educable mentally retarded," attitudes toward the educable mentally retarded, and helper-trainees' rated levels of empathic understanding. Dissertation Abstracts International, 1976(Jul.), 37(1-A), 137.

An examination of the influence of four variables on the attitudes of "helper-trainees" toward clients. The variables were: 1) the level of empathy demonstrated by subjects in a controlled situation, 2) helper's attitudes toward mentally retarded persons, 3) stimulus person's actual disability status, and 4) accuracy of the label assigned to the stimulus person. Subjects were 56 undergraduate students. Results indicated that the primary source of variation was the subjects' basic empathetic response levels. Contrary to expectations, labeling, whether accurate or not, had little effect on responses; and there was a highly significant effect for actual client differences.

Rudolph, C.L. Factors associated with attitudes toward the mentally retarded of employees of a state institution for the mentally retarded. Dissertation Abstracts International, 1975(Jul.), 36(1-A), 223-224.

A comparison of the attitudes of professional and paraprofessional employees of a state institution for mentally retarded persons. Subject variables were past experience, age, education, sex, race, income, and religious preference. Information was collected from 138 randomly selected professional and paraprofessional employees by means of a Personal Data Sheet, Semantic Differential Rating Scales, a Knowledge Inventory, and a Client Preference Rank Order Scale. There were a number of significant differences in attitudes and knowledge based on professional/paraprofessional status, experience, age, sex, race, and education. The author points out, however, that the differences, though significant, reveal no real difference under analysis.

Schilit, J. Black versus White perception of mental retardation. Exceptional Children, 1977, 44(3), 189-190.

A report on a study which compared the attitudes of Black and White undergraduate students toward mental retardation. Subjects were given a brief (ten item) questionnaire dealing with selected aspects of mental retardation. There were no significant differences in responses between the two groups. There was, however, some nonsignificant difference on two of the questions: 1) Blacks were more likely than Whites to acknowledge the effects of the environment on a person's degree of mental retardation; and 2) Blacks were less likely to agree that a mentally retarded person could become economically independent. These responses are discussed in some detail. The survey instrument is included in the text of the article.

Schilit, J. The mentally retarded offender and criminal justice personnel. Exceptional Children, 1979, 46(1), 16-22.

A study to assess the attitudes of criminal justice personnel toward mentally retarded individuals. Subjects were 70 police officers, 40 lawyers, and 20 judges. Each subject was asked to complete one of three questionnaires (one for each occupational group) which were specifically designed for this study. The questionnaires surveyed background information on the subject, experience and understanding of mental retardation and mentally retarded offenders, professional feelings about mental retardation and mentally retarded offenders, and willingness to learn about mental retardation and mentally retarded offenders. Findings based on this survey include: 1) Less than one-third of the respondents had had any professional contact with a person identified as having mental retardation; 2) There was a great deal of confusion among subjects about mental retardation, with many responding incorrectly to basic questions on the subject; and 3) There were contradictory responses related to professional feelings, with subjects both approving of special courts for mentally retarded persons and agreeing that they be tried in regular court. Many subjects considered training in mental retardation for criminal justice persons to be very important.

Schinke, S.P., & Wong, S.E. Evaluation of staff training in group homes for retarded persons. American Journal of Mental Deficiency, 1977, 82(2), 130-136.

A comparative study of two groups of staff persons from homes for mentally retarded individuals. One group received eight one and a half hour training sessions in behavior modification (experimental group), while the other group received no such training (control group). Training involved didactic presentations, case studies, and role-playing. Information for evaluation was collected from all subjects both before treatment (in experimental condition) and after treatment. This information was collected by means of a knowledge test on concepts and applications of social learning theory and behavioral techniques, an attitude toward residents checklist, a job satisfaction rating, and naturalistic observation. The training did result in some significant differences between groups: 1) There was a significantly greater gain in knowledge among experimental subjects; 2) Experimental subjects showed significantly greater improvement in attitudes than control subjects on all five dimensions of the checklist; and 3) Subjects in the experimental group showed a smaller decrease than control subjects in job satisfaction pre-test to post-test.

Schmid, T.J. Parental reactions to the affiliational stigma of mental retardation. Dissertation Abstracts International, 1977(Sep.), 38(3-A), 1688-1689.

A discussion, based on a survey of parents of mentally retarded children and interviews with a smaller sample of these parents, of the reactions of parents to the affiliational stigma they experience as a result of their disabled children. Data indicate that the parents' residential placement strategy is related to a number of other variables. Selected findings of the study include: 1) Controlling for severity of disability, parents who did not place their children in residential facilities projected a higher degree of independence for their children than parents who did place their children. 2) Parents who placed their children soon after the diagnosis of mental retardation tended to reject the affiliational stigma and disassociated themselves from their children. 3) Parents who placed their children later tended to "embrace" the affiliative stigma and to become very involved in mental retardation organizations. Non-placing parents tended to favor a normalization approach.

Segal, S. Residential care for the mentally handicapped. Educational Research, 1977, 19(3), 199-216.

Since there are different kinds and degrees of mental handicap, certain general principles have evolved on which current thinking about the mentally handicapped child in residential care is based. Three interacting sets of factors are considered in the present paper: (a) the relevance of changes in public and professional attitudes to mental handicap, (b) the evidence of differences in the effects on children of different kinds of residential environment, and (c) individual differences in mentally handicapped children which may result in different needs. (Journal summary) (PA)

Seitz, S., & Geske, D. Mothers' and graduate trainees' judgments of children: Some effects of labelling. American Journal of Mental Deficiency, 1976, 81(4), 362-370.

An experimental comparison of the reactions of mothers and clinical trainees to mentally retarded and nonretarded children. Subjects were 20 mothers and 20 graduate students who were asked to observe three ten-minute tape segments of mothers interacting with their children. Tape segments included a nonretarded child, a retarded child who was labeled as such, and an unlabeled retarded child. Both students and mothers rated retarded children and nonretarded children significantly differently, whether the retarded child was labeled or not. Mothers and students both rated the mentally retarded child higher on attractiveness/likable ratings when he/she was labeled than when he/she was not. All subjects placed the children at a greater social distance when they were retarded than when they were not. However, students' distances were greater than those of mothers. These findings are discussed in terms of labeling.

Setzer, G.W. Newspaper reports on mental retardation: Their implications for normalization. Dissertation Abstracts International, 1977(Aug.), 38(2-A), 733.

A study designed to compare services for mentally retarded people, determine the effects of different types of programming, and identify the role of public attitudes in the development and "normalization" of persons with mental retardation. Newspaper articles from the United States and Europe were examined to provide information on programs, public opinion, and influences on future opinions. Results indicated that private programs were more effective than public programs in fostering "normalized" behaviors, and that some public programs were deemed detrimental to social integration. Findings also included: 1) Services and efforts at normalization varied according to attitudinal factors from one geographical region to another; 2) Adequate funding did not necessarily result in successful programs; 3) Individual attitudes had an effect on treatment of mentally retarded persons; and 4) The news media could be effective in encouraging normalization.

MENTAL RETARDATION (Cont.)

Shushan, R.D. Assessment and reduction of deficits in the physical appearance of mentally retarded people. Dissertation Abstracts International, 1975 (Mar.), 35(9-A), 5974-5975.

A research study designed to identify the physical characteristics associated with mental retardation and to determine if efforts to mask these physical characteristics could be successful. Subjects, who were 60 male and female, nondisabled adults, were each shown 26 photographs, 22 of mentally retarded persons and 4 of nondisabled persons. Of these 22 mentally retarded persons, 18 had been judged to have physical deficits. These 18 people were photographed twice, once normally and once with their physical appearance altered somewhat through wigs, makeup, eyeglasses or sunglasses, improvements in facial expressions, etc. Each subject saw only one photograph of each of the 26 persons. Subjects were asked to indicate if each person was "normal," "not sure," or "retarded." Results include: 1) Physical characteristics unattended led subjects to identify persons as "retarded" or "not sure"; and 2) Alterations in appearance (makeup, etc.) reduced physical deficits in 70% of non-Down's Syndrome retarded stimulus persons and 50% of Down's Syndrome retarded persons.

Sieffert, A. Parents' initial reactions to having a mentally retarded child: A concept and model for social workers. Clinical Social Work Journal, 1978, 6(1), 33-43.

An in-depth discussion of parents' reactions to having a mentally retarded child. Theoretical viewpoints are primarily psychoanalytic theory and crisis theory. The paper begins with a description of the traditional coping process: recognizing the child's disability, responding to the "shock," accepting the reality of the situation, protecting the ego, overcoming anger, adjusting the parenting self concept, mourning, and dealing with the situation. However, the author admits that few parents actually go through this traditional coping process, and he discusses factors which may determine alternative techniques. He concludes by addressing the usefulness of these models of parental reaction, particularly as they relate to the role of a social worker in helping the parents adjust to their child's disability.

Singleton, K.W. Creating positive attitudes and expectations of regular classroom teachers toward mainstreaming educationally handicapped children: A comparison of two inservice methods. Dissertation Abstracts International, 1977(Jul.), 38(1-A), 186-187.

See Learning Disabilities.

Siperstein, G.N. A strategy to change children's attitudes toward mentally retarded peers. Summary of paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

A study designed to examine the effects of perceived similarity on nondisabled children's attitudes toward disabled peers. Subjects were fifth and sixth grade students who were shown a photograph of a child with Down's

Syndrome and given information about the child's likes and dislikes, which were manipulated to be either similar or dissimilar (neutral) to the subjects' likes and dislikes. In addition, subjects from two different schools, one which was partially mainstreamed and another which was not, were compared. After receiving the information and viewing the photograph, subjects were asked to complete two questionnaires which assessed their affective feelings and behavioral intentions toward the target child. It was found that: 1) Subjects were more favorable toward the similar than the dissimilar mentally retarded child; 2) Girls were more positive than boys in their attitudes toward the mentally retarded child; and 3) Subjects from the mainstreamed school were more positive toward the similar child than subjects from the non-mainstreamed school.

Siperstein, G.N.; Budoff, M.; & Bak, J.J. Effects of the labels "mentally retarded" and "retard" on the social acceptability of mentally retarded children. American Journal of Mental Deficiency, 1980, 84(6), 596-601.

An assessment of the effects of labels and other variables on the attitudes of nondisabled children toward mentally retarded peers. Subjects were 136 fifth and sixth grade students from two schools which contained no children diagnosed as having mental retardation. All subjects were asked to complete an activity preference list responding to the activities which they would do with a friend. One week later, the subjects were randomly assigned to experimental groups and shown photographs and played tapes which simulated a spelling bee. Subjects were asked to evaluate the target child (a participant in the "spelling bee") and to indicate what activities they would do with him/her. The child was either competent or incompetent, labeled "mentally retarded" or labeled "retard," and appeared "normal" or appeared to have Down's Syndrome. Children rated the child labeled "mentally retarded" more positively than the one labeled "retard"; responded favorably to the child labeled "mentally retarded," even if incompetent; and responded most negatively to the child labeled "retard" who appeared "normal."

Siperstein, G.N., & Gottlieb, J. Parents' and teachers' attitudes toward mildly and severely retarded children. Mental Retardation, 1978, 16(4), 321-322.

A survey of attitudes of parents and teachers toward mildly and severely retarded children. Subjects were 74 women who had some prior experience with disabled children. They were asked to respond twice to an opinion questionnaire of 25 Likert-type items, once for mildly retarded children and once for severely retarded children. Twelve of the items dealt with community integration and thirteen dealt with school integration. Overall, the subjects expressed significantly more positive attitudes toward mildly retarded children than toward severely retarded children. Discriminant analysis showed that the differences in attitude toward the two groups related to school, and not to community, integration. Subjects were, in addition, highly supportive of regular classes for mildly retarded children, but not generally supportive of regular classroom integration for severely retarded children.

Siperstein, G.N., & Gottlieb, J. Physical stigma and academic performance as factors affecting children's first impressions of handicapped peers. American Journal of Mental Deficiency, 1977, 81(5), 455-462.

An assessment of the effects of four variables on attitudes toward children with mental retardation. The variables studied were: the sex and social status of the rater, and the physical appearance and academic competence of the child being rated. Results indicated that competent and physically nonstigmatized children were rated more favorably than all others. Girls held significantly more positive stereotypes than boys. The subjects in this study were 72 fourth and fifth grade students.

Sirota, N. The self-perceived problems of mentally retarded high school students and teachers' perceptions of the students' perceived problems. Dissertation Abstracts International, 1976(Nov.), 37(5-A), 2754.

A research study comparing the perceptions of problems by mentally retarded high school students to their teachers' perceptions of the same problems. Subjects were 232 randomly selected mentally retarded students and 58 of their teachers. All subjects completed the Scholastic Testing Service Junior Inventory as it relates to four areas of possible concern: students' perceptions of themselves, their schools, their relationships with others, and their interests and needs. Findings included: 1) All student subgroups indicated school-related problems most frequently and problems getting along with others least frequently; 2) Younger students indicated more problems than older students; 3) Females cited more problems than did males; and 4) Teachers were more likely than students to indicate problems related to specific age groups or sex.

Smaby, M., & Briski, J. Counseling the special education student: A developmental approach. Pupil Personnel Services Journal, 1978, 7(1), 69-76.

The job of the developmental counselor who works with special education students involves counseling and consultation with these youngsters, their families, teachers, and prospective employers. A developmental guidance and counseling program is needed for mentally retarded youngsters as much as for "normal" children. Another crucial component is to counsel and guide the normal students, regular school staff, and community more fully to accept, understand, and help mentally retarded youngsters toward becoming more adequate in dealing with the world. (Journal summary) (PA)

Smith, F.V. A norm reference study of the attitudes of special educators toward the educable mentally retarded. Dissertation Abstracts International, 1977(Feb.), 37(8-A), 5044-5045.

A report on the development of an instrument to measure attitudes of educators toward persons classified as educable mentally retarded. This survey, the Smith-Wieters Attitude Test, is composed of 75 items designed to assess: 1) characteristics of mentally retarded persons, 2) knowledge of mental retardation, 3) attitudes toward mental retardation as a deviant or hopeless condition, 4) attitudes toward educational programming of mentally retarded individuals, and attitudes toward the vocational potential and social adjustment of persons with mental retardation. Two samples, one a panel of "experts" and one a more general sample of teachers, were tested, using the survey instrument. There were significant differences on all but two of the 75 items. Since one group was considered to be the "experts," they were considered to set the norm, thereby suggesting the need for remediation for the larger group based on survey results.

Smith, I.L., & Greenberg, S. Teacher attitudes and the labeling process. *Exceptional Children*, 1975, *41*(5), 319-324.

A study which supports the hypothesis that teachers' decisions to label children as mentally retarded tend to be biased against the lower socioeconomic levels and thus contribute to the inappropriate labeling of these children.

Smith, T.E.C. High school principals' attitudes toward the handicapped and the work study program. *Dissertation Abstracts International*, 1978 (Feb.), *38*(8-A), 4498-4499.

See *Learning Disabilities*.

Smith, T.E.C.; Flexer, R.W.; & Sigelman, C.K. Attitudes of secondary principals toward the learning disabled, the mentally retarded, and work-study programs. *Journal of Learning Disabilities*, 1980, *13*(2), 62-64.

See *Learning Disabilities*.

Spreen, O. Attitudes toward mental retardation and attitude change: An experimental study. *Zeitschrift für Experimentelle und Angewandte Psychologie*, 1977, *24*(2), 303-323.

See *Mental Illness*.

Stephens, W.E. Mainstreaming: Some natural limitations. *Mental Retardation*, 1975, *13*(3), 40-41.

A discussion of the many variables involved in deciding whether a mentally retarded child should be mainstreamed. Caution is advised.

Sternlicht, M. Variables affecting foster care placement of institutionalized retarded residents. *Mental Retardation*, 1978, *16*(1), 25-28.

An assessment of factors which affect the success of placement of mentally retarded persons in community settings. These are discussed in terms of factors relating to the: 1) Resident -- behaviors, health, age, IQ, sex, length of institutionalization, independence in self care, and other variables; 2) Foster parents -- health, emotional attitudes, age, maturity, and stability; and 3) Community and institution -- public attitudes, number of supportive services, and degree of interference/noninterference from natural parents. Each of these factors is presented with relevant research. The author concludes by listing conditions most conducive to successful deinstitutionalization of mentally retarded individuals and by listing other variables which should be researched to provide further information.

Stiehl, J. The effects of perceived similarity on children's attraction toward mentally retarded peers. Dissertation Abstracts International, 1978 (Apr.), 38(10-A), 6061-6062.

A testing of the attraction-similarity paradigm as it relates to social interaction between mentally retarded children and their nondisabled peers. In the first of two studies, a sample of children were asked to complete an opinion scale and an evaluation scale on three children: a classmate, a nonretarded stranger, and a mentally retarded peer. It was found that subjects perceived a greater discrepancy between their attitudes and those of the mentally retarded child than between their attitudes and those of the nonretarded children; they were more attracted to the nonretarded children than to the retarded child; and they liked those children better whom they perceived to be most similar. In the second study, disability and similarity were manipulated. It was found that the children preferred persons whose attitudes were presented as similar. However, contrary to the hypotheses, they showed no preference for a nondisabled child in either similar or dissimilar conditions.

Stokes, B.M. Helping parents to accept. Child Care, Health & Development, 1976, 2(1), 29-33.

Asserts that the way in which a professional team approaches the parents of a mentally handicapped child influences the parents' acceptance of that child. It is emphasized that methods of telling the parents about their child's handicap, including who should tell, how much, and when, must be carefully weighed. Professionals should, in a nonjudgmental way, encourage parents to identify emotions (e.g., guilt, anger, anxiety, or grief) in their reactions. It is important to stress how normal these feelings are. Parents may benefit from group therapy sessions in working through feelings. Efforts should be made to educate parents about their child's handicap and to encourage them to direct their need for more information to experts rather than to family or friends. Involvement with the child and the passing of time are acknowledged as the major ways in which the grief of parents is relieved and acceptance of the child is achieved. The conclusion is drawn that early action, diagnosis, and involvement are critical factors in "helping parents to accept." (A.C. Moltu) (PA)

Strom, R.; Rees, R.; Slaughter, H.; & Wurster, S. Role expectations of parents of intellectually handicapped children. Exceptional Children, 1980, 47(2), 144-147.

Tested the assumption that many attitudes about appropriate parental response to child behaviors related to learning in normal populations would be relevant to effective parent education for parents of intellectually handicapped children. The Parent As A Teacher Inventory (PAAT)

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was administered to 101 parents of handicapped (predominantly Down's syndrome and brain-damaged) children (mean chronological age 5 years, 8 months; mean IQ 40) at the beginning of a three-year program to teach the parents how to develop language skills in their children. Analysis of PAAT data showed that (a) in the two largest subgroups, there were more positive attitudes in parents of Down's syndrome children than in those with brain-damaged children; (b) Subjects held PAAT expectations closely resembling those of parents with children of normal intellect; (c) Subjects expressed reservations about their abilities as teachers but were willing to learn teaching skills; and (d) Total PAAT scores of subjects at lower or upper extremes served as excellent guides to identify those who would be least and most successful as teachers for their children. (B. McLean) (PA)

Strully, J.; Mistler, S.; & Cornelius, D. *Dignity*. Washington, DC: George Washington University, 1979.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet addresses attitudes toward persons with mental retardation. There is a brief introduction which deals in general with attitudes toward mentally retarded people, followed by a section on myths and facts related to mental retardation, and a section of scenes demonstrating the effects of attitudes on situations encountered by persons who are mentally retarded. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions with people who are mentally retarded. A listing of resources for more information on mental retardation is included.

Svarstad, B.L., & Lipton, H.L. Informing parents about mental retardation: A study of professional communication and parent acceptance. *Social Science & Medicine*, 1977, *11*(11), 645-651.

An examination of the effects of different types of information-sharing with parents of mentally retarded children. The research data were collected from five different sources: 1) an interview with parents prior to the informing session, 2) observation and recording of the informing session, 3) an interview with parents following the informing session, 4) a questionnaire completed by the clinicians, and 5) the child's clinical record. Data were analyzed to determine the accuracy and completeness of the information given to the parents by the clinicians at the informing session and to determine parental acceptance of their children's retardation as a result of differing degrees of disclosure. Results showed that clinicians gave parents a "frank" report 51% of the time, a "vague" report 32% of the time, a "misleading" report 8% of the time, and "no" report 8% of the time. In addition, in only 27% of the cases, the clinician explained the concept of mental retardation. The parents were given the child's mental age or IQ in 49% of the cases. Forty-one percent of the interviews were rated as "highly informative." Parent acceptance was found to be significantly related to the frankness of the informing session.

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Taylor, H.G. Social perception of the mentally retarded. Journal of Clinical Psychology, 1975, 31(1), 100-102.

An article which addresses the research task of comprehensively assessing community attitudes and information with regard to mentally retarded people. The effects of confounding variables are described.

Throne, J.M. Normalization through the normalization principle: Right ends, wrong means. Mental Retardation, 1975, 13(5), 23-25.

"To speak of normalizing the retarded by treating them normally is a contradiction in terms; treating them normally will leave them functioning as retarded. Retarded by definition means retarded under ordinary conditions. Only extraordinary conditions -- non-normal -- can result in diminishing retarded states, i.e., making the retarded more normal." (Journal abstract)

Trippi, J.; Michael, R.; Colao, A.; & Alvarez, A. Housing discrimination toward mentally retarded persons. Exceptional Children, 1978, 44(6), 430-433.

An experimental assessment of attitudes toward renting an apartment to a mentally retarded person. Subjects were 100 randomly selected apartment managers who had advertised an apartment for a reasonable rent and who indicated during an initial call that the apartment was still available. Each subject was contacted twice. During the first phone call, the caller gave no background information, asked if the apartment was available, and asked a number of questions about the apartment. The caller then indicated that he/she was not interested in renting it. The second call, one half hour later, gave the information that it was for a mentally retarded person who would be employed in the area. The caller then asked the same questions as those asked by the first caller. Fifty-two of the 100 subjects said the apartment was no longer available (to the second caller), and 47 changed one or more response to make the apartment less desirable (e.g., raised the rent). Only one subject gave the same information to the first and second caller and agreed to meet the prospective tenant.

Tudor, W.; Tudor, J.; & Gove, W.R. The effect of sex role differences on the societal reaction to mental retardation. Social Forces, 1979, 57(3), 871-886.

See Mental Illness.

Wehman, P.H. Toward a social skills curriculum for developmentally disabled clients in vocational settings. Rehabilitation Literature, 1975, 36(11), 342-348.

An overview of a curriculum to teach moderately and severely retarded persons the social skills necessary to function effectively in vocational settings. The author introduces the curriculum by stressing the importance of appropriate social behaviors to the successful integration of disabled people into employment situations. The four levels of development presented are: 1) Personal care level -- proper selection of clothing,

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shaving, proper table manners, etc.; 2) Primary interaction level -- shaking hands when introduced, vocal control, proper job interview behavior, etc.; 3) Job and community survival level -- use of phone, money management skills, knowledge of time, etc.; and 4) Advanced interaction level -- problem solving, knowledge of whom to trust, sense of humor, etc. The author concludes with suggestions on how to implement the social skills curriculum.

Willer, B.; Scheerenberger, R.C.; & Intagliata, J. Deinstitutionalization and mentally retarded persons. Community Mental Health Review, 1978, 3(4), 1-12.

See Mental Illness.

Willer, B.S.; Intagliata, J.C.; & Atkinson, A.C. Crises for families of mentally retarded persons including the crisis of deinstitutionalisation. British Journal of Mental Subnormality, 1979, 25(1), 38-49.

Examines the literature on reactions of families of mentally retarded persons to a number of crisis events: initial diagnosis, burden of care, institutionalization, and deinstitutionalization. Research on each crisis indicates that reactions to diagnosis, such as severe grief, do not necessarily have long-term effects. Studies of burden of care indicate that deleterious effects on family functioning and the mental health of the mother are more related to how the family perceives the need for care than to the actual level of developmental handicap. Institutionalization, often chosen as a solution to earlier crises such as diagnosis and burden of care, was found to be a poor solution and, in fact, represented a crisis event for families as well. The recency of deinstitutionalization programs has meant that little research has been conducted on crisis reactions. However, some speculation can be offered based on the crisis reactions of families to earlier crisis events. A model of crisis is presented that relates each of the crisis events. (Journal abstract) (PA)

Williams, R.J. An investigation of regular class teachers' attitudes toward the mainstreaming of four categories of mildly handicapped students. Dissertation Abstracts International, 1977(Nov.), 38(5-A), 2708-2709.

See Learning Disabilities.

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Best, G.A. Mainstreaming characteristics of orthopedically handicapped students in California. Rehabilitation Literature, 1977, 38(6-7), 205-209.

A survey of information on educational mainstreaming of children with orthopedic disabilities in California. Data collected include demographic data on people who had been mainstreamed, by type of disability, grade, and severity of disability. Data also included information on criteria used to make mainstreaming decisions (e.g., whether mobility, speech, academic achievement, and/or psychosocial adjustment determined a child's appropriateness for mainstreaming). Information was also collected on the roles of principals, special education teachers, regular classroom teachers, and parents, both in initiating the mainstreaming and in carrying it out. It was found that special education teachers played the primary role in mainstreaming. Lastly, data included responses to questions about in-service training related to mainstreaming. Surprisingly little training or support was found.

Bolstad, C.H. A behavioral comparison of handicapped and normal children within the family. Dissertation Abstracts International, 1975(Feb.), 35(8-B), 4160.

A quantitative assessment of the behaviors of mobility-impaired and nondisabled children in the home and the responses of parents to these behaviors. Major findings include: 1) The disabled children exhibited significantly more "social" behaviors than their nondisabled siblings, and the disabled children and their nondisabled siblings exhibited more "social" behaviors than the nondisabled controls; 2) When parents' behaviors were analyzed together (mothers' and fathers'), there were no significant differences between groups; 3) When parents' behaviors were analyzed separately, mothers were more responsive and more positive to the disabled children than to the nondisabled children; and 4) Mothers evaluated the disabled children more positively than did fathers as being less aggressive, less withdrawn, more intellectually efficient, and having fewer conduct problems. The author points out that these findings contradict the view that disabled children are inadequately socialized.

Braham, S.; Houser, H.B.; Cline, A.; & Posner, M. Evaluation of the social needs of nonhospitalized chronically ill persons. Journal of Chronic Diseases, 1975, 28(7/8), 401-419.

A study which assessed the social needs of 47 nonhospitalized persons with multiple sclerosis and their families. It related the needs to the degree of disability and functional level in activities of daily living for the subjects. Instruments used in this assessment were the Kurtzke Disability Rating Scale and the Katz Activities of Daily Living Scale.

Bulman, R.J., & Wortman, C.B. Attributions of blame and coping in the "real world": Severe accident victims react to their lot. Journal of Personality and Social Psychology, 1977, 35(5), 351-363.

A report on a study in which 29 persons who had been spinal cord injured were interviewed in depth about attributions of blame for the disabling accidents and their ability to cope with disability. Information on the accidents and on others' perceptions of the accident victims' ability to cope/level of adjustment were also collected. Results showed that those accident victims who blamed themselves for the accident (even when it was not their fault directly) and who considered the accident unavoidable (even when it was avoidable) were rated by others as the best "copers." The authors were unable to draw any conclusions from this study supporting a

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particular attribution theory. They do, however, use statements from the interviews to demonstrate the accident victims' need to find some explanation for their accidents.

Cook, D.W. Psychological aspects of spinal cord injury. Rehabilitation Counseling Bulletin, 1976, 19(4), 535-543.

A review of the literature on the psychological impact of spinal cord injury. The author questions the traditional expectation that depression is a necessary precondition for successful adjustment to this particular disability. He cautions against using this generalization to predict rehabilitation success.

Cornelius, D.A., Ed. Barrier awareness: Attitudes toward people with disabilities. Washington, DC: George Washington University, 1981.

See Cardiovascular Impairment.

DeJong, G., & Hughes, J. A methodology for measuring long-term independent living outcomes. Paper presented at the American Congress of Rehabilitation Medicine annual meeting, Oct. 1980, Washington, DC.

A report on the development and initial testing of a measure of long-term independent living success. The authors conceptualized the person's independence as a combination of 1) his/her ability to live in a least restrictive environment; and 2) his/her ability to live "productively," which they further specified to include participation in employment, homemaking, education, formal organizations, and leisure activities. One hundred eleven spinal cord injured persons were interviewed extensively to collect data on their living situations and their degrees of productivity. This information was collapsed into categories, and the categories were ranked and weighted by a panel of "experts" on independent living. Rankings and weightings were highly similar. The authors suggest that this methodology and scale may be useful as an evaluation tool for long-term rehabilitation outcome.

Dunn, M. Social discomfort in the patient with spinal cord injury. Archives of Physical Medicine and Rehabilitation, 1977, 58(6), 257-260.

A study in which the Social Situations Questionnaire was administered to 40 subjects with spinal cord injury (SCI). It was found that SCI patients were willing to admit to social discomfort in certain situations, especially those involving elimination functions, public embarrassment, and the refusal of unwanted help. Educational materials and social skills training courses were selectively recommended.

El Ghatit, A.Z., & Hanson, R.W. Outcome of marriages existing at the time of a male's spinal cord injury. Journal of Chronic Diseases, 1975, 28(7/8), 383-388.

A report on the outcome of 333 marriages in which the husband sustained a spinal cord injury. Outcome was examined using a questionnaire. Results of the study revealed that the divorce rate did not differ from that of the United States in general, and was considerably lower than that found in California, where the majority of subjects resided. Level of cord injury, education, number of children, and the ability to sustain employment were also investigated in terms of marital stability.

Felice, K.A.; Muthard, J.E.; & Hamilton, L.S. The rehabilitation problems and needs of the spinal-cord injured: A pilot study. Journal of Applied Rehabilitation Counseling, 1976, 7(2), 76-88.

Reports the findings of a pilot study of spinal-cord injury (SCI) in Florida, under three headings: (a) the incidence of SCI in Florida; (b) the experiences of SCI persons and of vocational rehabilitation counselors, and their perceptions of the adequacy of their community's treatment and rehabilitation services for the SCI; and (c) the availability of facilities, equipment, and personnel for the care of SCI individuals in Florida. Recent developments in such care are discussed. (Journal abstract) (PA)

Gerner, H.J.; Rauda, D.W.; & Witterstätter, K. The social situation of spinal cord injured persons -- An empirical study. International Journal of Rehabilitation Research, 1979, 2(4), 517-519.

A report on the results of a survey of 122 spinal cord injured individuals in West Germany. Subjects were people who had gone through a particular hospital during the previous ten years. Information requested in the survey and results presented in the article include: social class, cause of disability, vocational situation and income, marital status, information on sexual activity, alcohol consumption, leisure activities, and suicidal tendencies.

Gold, E.R.; Stenn, P.G.; & Cameron, M.G.P. A goals program for rehabilitation of spinal cord injured inpatients. Paper presented at the American Psychological Association annual meeting, Sep. 1979, New York City.

A discussion of a model program for the rehabilitation of spinal cord injured persons, and a report on results of a pilot study of the program in which six persons participated. The program, founded on the Reactance-Helplessness model of rehabilitation, was specifically designed to increase the patient's level of motivation at all phases of the process. The program is based primarily on short-term goals set by the patient, and supported by his/her rehabilitation team and his/her family. It includes frequent feedback and positive reinforcement as well as a recording of long-term progress. Results of the pilot study show the feasibility of such a program and the beneficial outcomes of program participants.

Gottlieb, J., & Gottlieb, B.W. Stereotypic attitudes and behavior intentions toward handicapped children. American Journal of Mental Deficiency, 1977, 82(1), 65-71.

See Mental Retardation.

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Hardee, B.B. Interpersonal distance, eye contact, and stigmatization: A test of the equilibrium model. Dissertation Abstracts International, 1976(Oct.), 37(4-B), 1970-1971.

A report on two studies to examine the interaction of eye contact and stigmatization on proxemics and nonverbal behavior. Based on equilibrium theory, it was suggested that decreased eye contact might result in closer interpersonal distancing, but that stigmatization might result in greater distancing. The two studies reported here examined the interaction by using various conditions which stigmatized and/or reduced eye contact. Spatial and visual behaviors were recorded for persons who chose to sit next to or who passed close by experimenters who were seated on a bench in a shopping center. Stimulus people were 1) male or female, 2) stigmatized or nonstigmatized (crutches or dark glasses and cane versus no glasses or sunglasses), and 3) they exhibited decreased or not decreased eye contact (dark glasses/cane and sunglasses versus no glasses and crutches). Results indicated a stigmatization effect in the crutches condition (subjects sat further away), an equilibrium effect in the decreased eye contact (sunglasses) condition, and a stronger equilibrium than stigmatization effect with the dark glasses/cane condition.

Harper, D.C., & Richman, L.C. Personality profiles of physically impaired adolescents. Journal of Clinical Psychology, 1978, 34(3), 636-642.

A study in which a comparison was made between adolescents with orthopedic disabilities and those with cleft lip/palate on personality profile scores on the Minnesota Multiphasic Personality Inventory (MMPI). Significant differences were found on a number of the subscales. Results indicated that subjects with cleft palate/lip demonstrated more self concern and self doubt in interpersonal relationships than did subjects with orthopedic problems. However, those with orthopedic disabilities exhibited more passive attitudes toward personal interactions than did subjects with cleft lip/palate, and more generalized feelings of alienation than the cleft lip/palate group. Several other differences, including those between male and female subjects, are noted.

Hartnung, J.R. Psychosocial and behavioral consequences of change in lower extremity orthosis. Dissertation Abstracts International, 1975(Jan.), 35 (7-B), 3581.

A study designed to assess the effects of making a physical disability less visible on the self attitudes of disabled subjects and on the attitudes of others toward a disabled stimulus person. Self attitudes were measured with the Self-Perception Inventory and the Daily Activities Diary. Disabled subjects were administered these instruments approximately one week before being fitted with a "less visible" leg brace, and, again, approximately two months after the fitting. In general, subjects showed beneficial change from pre-test to post-test, although they also showed a significant tendency toward greater social distance and more uncertainty about the future. The author points out that there were important differences in the reactions of subjects. To assess social effects, nondisabled subjects were asked to view

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a videotape of and rate eight disabled subjects, some with the "less visible" brace and some with the traditional brace. In all cases, subjects responded positively to the disabled stimulus people. There were a number of significant type of brace by age or sex interactions.

Herskowitz, J., & Marks, A.N. The spina bifida patient as a person. *Developmental Medicine & Child Neurology*, 1977, *19*(3), 413-417.

A case study of a young man with spina bifida. The authors focus on his perception of himself as a "defect" rather than as a person. Early and continued psychiatric intervention is recommended to avoid this kind of identity association. Also noted is the possibility that therapy itself may reinforce maladaptive development.

Johnson, R., & Heal, L.W. Private employment agency responses to the physically handicapped applicant in a wheelchair. *Journal of Applied Rehabilitation Counseling*, 1976, *7*(1), 12-21.

Explored the attitudes and practices of counselors in 50 private employment agencies toward the physically handicapped person in a wheelchair applying for the position of receptionist-typist. The finding of significant discrimination suggests that continuing attention should be given by the rehabilitation field toward removing architectural barriers, modifying attitudinal resistance on the part of employers, attacking the myth of increased costs, and exploring more ways of locating those companies willing to hire the handicapped. (Journal abstract) (PA)

Kinnealey, M., & Morse, A.B. Educational mainstreaming of physically handicapped children. *The American Journal of Occupational Therapy*, 1979, *33*(6), 365-372.

See *Cerebral Palsy*.

McAndrew, I. Children with a handicap and their families. *Child Care, Health & Development*, 1976, *2*(4), 213-237.

See *Cerebral Palsy*.

Maas, E. Children's understanding of emotionally, mentally, and physically handicapped behaviors and related mental health concepts: A developmental study. *Dissertation Abstracts International*, 1977(Jul.), *38*(1-B), 368-369.

See *Mental Illness*.

Manley, S., & Armstrong, M. A transitional living experience for the severely disabled. *Rehabilitation Counseling Bulletin*, 1976, *19*(4), 551-555.

"This article describes a transitional living facility at Craig Hospital, Rocky Mountain Regional Spinal Cord Injury Center in Englewood, Colorado. Severely disabled people need opportunities to adapt newly learned skills to a practical living situation. This program has resulted in gains in

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self-concept, skills, family awareness, social-psychological adjustment to disability, and lowered costs associated with outpatient status." (Journal abstract)

Martin, P. Marital breakdown in families of patients with spina bifida cystica. Developmental Medicine & Child Neurology, 1975, 17(6), 757-764.

Studied 153 mothers or guardians of 2-13 year olds of whom 34 had spina bifida cystica, 59 were relatively healthy, and 60 had diabetes. The latter two groups were used as controls. Divorce or separation of the parents did not occur significantly more frequently than in the general population of the U.S. While in some cases a child with spina bifida might be the factor responsible for the breakdown of a marriage which is already strained, in other cases such a child might bring the parents closer together. A further finding was that, compared with other children in this study, a greater proportion of children with spina bifida did not remain with their natural parents. These observations stress the importance of early evaluation of a family with a spina bifida child and the need for assistance for both natural and adoptive parents. (Journal summary) (PA)

Mesch, J.C. Content analysis of verbal communication between spinal cord injured and nondisabled male college students. Archives of Physical Medicine & Rehabilitation, 1976, 57(1), 25-30.

A study which investigated the interaction quality between three types of dyad: disabled-disabled, disabled-nondisabled, and nondisabled-nondisabled. Results indicate that the mixed dyads exhibited the most self-disclosure on a high intimacy topic. The two nondisabled partners exhibited the least self-disclosure at all levels of topic intimacy.

Mistler, S.; Cornelius, D.; & Daniels, S.M. Free wheeling. Washington, DC: George Washington University, 1978.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet addresses attitudes toward persons who are wheelchair users. There is a brief introduction which deals in general with attitudes toward wheelchair users, followed by a section on myths and facts related to wheelchair use, and a section of scenes demonstrating the effects of attitudes on situations encountered by persons who are wheelchair users. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions with people who are wheelchair users. A listing of resources for more information on mobility impairment is included.

Mitchell, D.C., & Frederickson, W.A. Preferences for physically disabled counselors in hypothetical counseling situations. Journal of Counseling Psychology, 1975, 22(6), 477-482.

A study which involved college student subjects and a hypothetical situation questionnaire. Subjects were asked to rate their preferences for a counselor in 20 counseling situations. Their choices for counselors were:

wheelchair user, amputee, blind person, or nondisabled person. Results support the hypothesis that disabled counselors would be selected over a counselor with no disability, due to an "enhanced ability to understand and empathize." Subjects also preferred different counselors for different problem situations.

Mitchell, J.C. Disabled counselors: Perception of their effectiveness in a therapeutic relationship. Archives of Physical Medicine & Rehabilitation, 1976, 57(7), 348-352.

An investigation of perceptions of a counselor in a wheelchair. Evaluation of the counselor was measured on the Barrett-Lennard Relationship Inventory. Results indicate that a counselor in a wheelchair was perceived more favorably by subjects than a nondisabled counselor. Female subjects perceived him more favorably than male subjects.

Mitchell, J.C. Effect of a counselor's wheelchair on perception of counseling relationship variables. Dissertation Abstracts International, 1975(Nov.), 36(5-A), 2639-2640.

A report on a study of the perceptions of nondisabled subjects of a disabled/nondisabled counselor. Subjects were asked to rate the counselor on the Barrett-Lennard Relationship Inventory after viewing the counselor on a videotape. The only difference between conditions was in the angle of the camera, which either showed or did not show the presence of a wheelchair. It was found that: 1) The counselor who was seen with the wheelchair was perceived more positively than the "nondisabled" one, on the dimensions of empathic understanding, positive regard, and congruence; 2) Females perceived the wheelchair user more favorably than did males; 3) There was no significant relationship between subjects' degrees of body satisfaction and perceptions of the counselor who used the wheelchair; and 4) More subjects agreed to consult with the disabled counselor than with the nondisabled one.

Mitchell, J., & Allen, H. Perception of a physically disabled counselor in a counseling session. Journal of Counseling Psychology, 1975, 22(1), 70-73.

An analysis of the effects of disability on perceptions of a counselor. One hundred and eighty-nine college student subjects were divided into two groups. One group viewed a videotaped counseling session in which the counselor was seen in a wheelchair. The comparison group viewed the same counseling dyad on videotape, except the counselor was seated in a chair. Both groups rated the interaction. Results suggested that the disabled counselor was rated significantly higher on all therapeutic variables compared with the same counselor when viewed as nondisabled.

Pepper, G.A. The person with a spinal cord injury: Psychological care. American Journal of Nursing, 1977, 77(8), 1330-1336.

A description of a model of adjustment phases for traumatically injured patients. Thsi theoretical model is based on Erikson's psychosocial developmental stages, and includes natural regression and an obligatory reworking of several previously surmounted developmental tasks. Nursing implications are discussed; independence as an appropriate goal at certain stages is also described. Sexual counseling is considered.

Perlman, J.L., & Routh, D.K. Stigmatizing effects of a child's wheelchair in successive and simultaneous interactions. Journal of Pediatric Psychology, 1980, 5(1), 43-55.

A report on two experimental studies to determine the effects of a wheelchair on the social interaction, nonverbal behavior, and attitudes of nondisabled boys toward a confederate. In the first study, subjects were brought into a room where the confederate was either seated in a wheelchair or seated in a regular chair. Subjects participated in significantly more cooperative play with the "nondisabled" peer and indicated a preference for him over the "disabled" peer. However, they did spend significantly more time looking at the "disabled" boy. In the second study, each subject was brought into a room in which two other boys, one "disabled" and one "nondisabled" were simultaneously present. Subjects participated in significantly more cooperative play, indicated a significant preference for, and spent significantly more time looking at the "nondisabled" peer than the "disabled" one.

Pierce, N.R. The great wheelchair flap. Paraplegia News, 1979, 32(2), 15-17.

An article condemning the expenditure of large sums of money to make the transportation systems of the nation's large cities completely accessible to disabled people. The author lists the amounts of money claimed by some to be necessary to make the changes that are mandated by Section 504 of the 1973 Rehabilitation Act. He suggests instead the use of door-to-door or dial-a-ride services to reduce the costs to the taxpayer. The author questions the portrayal of the "wheelchair lobby" as the true representative of disabled Americans.

Richman, L.C., & Harper, D.C. Personality profiles of physically impaired young adults. Journal of Clinical Psychology, 1980, 36(3), 668-671.

Investigated MMPI profile differences between two groups of 54 subjects (mean age 18 years) with dissimilar disabilities (cleft lip/palate or orthopedic) who displayed observable physical impairment. Results indicate that different forms of chronic observable disability may have differing impacts on adult personaility adjustment. Subjects with cleft lip/palate displayed fewer personality adjustment problems than those with orthopedic impairment. (Journal abstract) (PA)

Roessler, R.; Milligan, T.; & Ohlson, A. Personal adjustment training for the spinal cord injured. Rehabilitation Counseling Bulletin, 1976, 19(4), 544-550.

Describes experiences with Personal Achievement skills (PAS), a group counseling process in a spinal cord injury project. PAS emphasizes training in communication and goal setting in the context of group process, and its use with ten patients with spinal cord injuries and ten controls is described. Issues in conducting such training, as well as other features necessary for comprehensive service to the spinal cord injured, are discussed. (Journal abstract) (PA)

Rustad, L.C. An investigation of the relationship between imaginational processes and motor inhibition: The fantasy life of paraplegics and quadriplegics. Dissertation Abstracts International, 1975(Oct.), 36(4-B), 1930-1931.

A correlational study of the relationships between a number of variables and the fantasy activity (daydreaming) of disabled men. Subjects were 29 paraplegic men and 29 quadriplegic men. Measurement techniques included a structured interview with subjects, administration of twenty scales of the Singer-Antrobus Imaginal Processes Inventory and the Eysenck Personality Inventory, and ratings on subjects' adjustment to their disabilities by four staff members who had worked with them. Findings included a number of variables which resulted in significant differences in fantasy activity between groups: 1) Fantasy was negatively related to amount of mobility; 2) Quadriplegics and inpatients evidenced greater degrees of fantasy than paraplegics and outpatients; and 3) Subjects with motorically active, extroverted lifestyles prior to injury adjusted less well to disability than those who were less active and less extroverted prior to injury.

Sadlick, M., & Penta, F.B. Changing nurse attitudes toward quadriplegics through use of television. Rehabilitation Literature, 1975, 36(9), 274-278.

"Attitudes of rehabilitation professionals toward their clients are probably more important in determining the individual's response to treatment and planning for rehabilitation than any other single force." (p. 274) The attitudes of nursing students toward quadriplegics as social and working persons were significantly changed in a positive direction after viewing and discussing a 17-minute videotape of a successfully rehabilitated quadriplegic. Osgood's Semantic Differential was used.

Safferstone, M.J. Academic achievement and self-concept of orthopedically disabled students in integrated and segregated educational settings. Dissertation Abstracts International, 1977(Nov.), 38(5-A), 2469-2470.

An experimental assessment of the impact of disability and educational setting on self attitudes and academic achievement of mobility-impaired adolescents. Nine hypotheses were developed to examine the relationships between degree of disability, educational setting, and 1) academic achievement, 2) self-reported self concept, 3) teacher inferred self concept. Results failed to produce any clear relationships among variables. These findings and the methodological limitations of this study are discussed, as well as the importance of future research in this area.

MOBILITY IMPAIRMENT (Cont.)

Sangorrin, J. The "Corporal Scheme" and motor deficiency. (Span.) *Anuario de Psicologia*, 1977, (16), 95-111.

Studied 48 children, about ten years old, with poliomyelitis, bifurcated spines, or scoliosis to determine the effect of their motor deficiency on the development of their body image. It was hypothesized that there would be a direct relationship between the type of disorder and body image distortion, and that the level of handicap would be related to the degree of body image distortion. Ten perceptual, motor, and verbal-descriptive tests were administered... Intelligence, education, and quality of socio-familial environment were assessed. Results support a direct relationship between degree of physical handicap and level of body image distortion and partially support disease-specific effects on body image development. Implications for rehabilitation treatment are unclear. (H.F. Myers) (PA)

Scheier, M.F.; Carver, C.S.; Schulz, R.; Glass, D.C.; & Katz, I. Sympathy, self-consciousness, and reactions to the stigmatized. *Journal of Applied Social Psychology*, 1978, *8*(3).

A report on two studies designed to measure the effects of sympathy for a stigmatized person on evaluations of that person. Study I was limited to age as a stigmatizing factor. Study II assessed disability as a stigma. Subjects were 160 students who were asked to complete a Self-Consciousness Scale and then assigned to one of four treatment conditions. Each subject received a copy of a transcript of a bogus interview. The transcript was either favorable or unfavorable, and it described the interviewee as being either a wheelchair user or nondisabled. Results included: 1) The person described favorably was evaluated significantly more positively than the one described unfavorably; 2) The disabled person was rated significantly higher than the nondisabled one; and 3) Irrespective of the favorability of the transcript, high private self-conscious subjects rated the stigmatized person more favorably than did low private self-conscious subjects. These findings are discussed in terms of sympathy.

Schulz, R., & Scheier, M.F. Understanding reactions to the stigmatized: Sympathy for the handicapped and old. Unpublished paper, 1978.

A report on three experiments to test the relationship between stigmatization and positive evaluations. In the first two studies, subjects were asked to evaluate a person based on a written transcript. The person was portrayed either positively or negatively and was portrayed as either stigmatized (disabled or old) or nonstigmatized. It was found that stigmatized persons elicited more sympathy from subjects than nonstigmatized persons, and that stigmatized persons were evaluated significantly more positively than nonstigmatized ones. In the third experiment, stigmatization was limited to age. The authors discuss these results in terms of positive bias based on sympathy.

Tew, B., & Laurence, K.M. Some sources of stress found in mothers of spina bifida children. British Journal of Preventive & Social Medicine, 1975, 29(1), 27-30.

To determine the effect spina bifida children have on their families, a malaise inventory, based on the Cornell Medical Index, was administered to 51 mothers of spina bifida children. It was found that mothers obtained significantly higher scores when the child was incontinent, had a severe locomotor disability, had an IQ less than 80, and was attending a special school rather than a normal school. No difference in scores was found between the sexes or for size of family, and only a slight difference occurred between the malaise scores of mothers of mildly and moderately handicapped children. (Journal abstract) (PA)

Theodor, L. Views and attitudes of an adult coping with a disability. In Summary of conference proceedings, 15th Annual Meeting of the Canadian Rehabilitation Council for the Disabled, Toronto, Canada, May 1977.

A presentation by a recently disabled adult (who has multiple sclerosis) which focuses on the initial stages of adjustment to disability with particular emphasis on feelings of helplessness and control. He also discusses parallels with findings in experimental psychology. Receiving accurate and extensive information about the disabling condition is stressed.

Uelmen, J. The relationship of selected variants and body-image for physically handicapped persons. Dissertation Abstracts International, 1978 (Nov.), 39(5-A), 2812.

A study on the effects of disability on the attitudes of disabled children toward themselves and toward other disabled people. Subjects were 435 developmentally, physically disabled children who rated silhouettes of a person who appeared to be nondisabled, a person in a wheelchair, a person using crutches, and a double amputee. Ratings were made using a semantic differential. Subjects rated the nondisabled silhouette most highly, although the differences between silhouettes were not significant, and all silhouettes were rated positively. All other variables failed to find significant differences. These variables were type of disability shown, age of subject, and sex of subject. The author suggests further research on body image.

Volpe, R. Orthopedic disability, restriction, and role taking activity. The Journal of Special Education, 1976, 10(4), 371-381.

"Beyond examining some social-psychological aspects of orthopedic disability, this article aims, more specifically, at determining possible consequences of orthopedic disability on social experience and, in turn, on cognitive and social development." (p. 372) The general hypothesis of the study is as follows: "The achievement of both concrete operations and role-taking activity are a function of agent role enactment and are retarded by the enactment of the patient role." (p. 373) Instruments used were: the Concrete Operations Tasks, the Children's Role-Taking Task, the Children's Social Relations Interview Scale, and the Children's Social Relations Rating Scale.

Wada, M.A., & Brodwin, M.G. Attitudes of society toward sexual functioning of male individuals with spinal cord injury. Psychology, 1975, 12(4), 18-22.

Surveyed 104 subjects to determine knowledge and attitudes of the general public about sexual functioning in males with spinal cord injuries. Results confirmed the existence of a belief that once an individual is confined to a wheelchair his sex life is over, although the medical evidence is that this is not always true. No differences were found among the three age groups surveyed; recent social change, the "sexual revolution," and increased visibility of the disabled have done little to change knowledge about the sexuality of the disabled. Men and women gave similar responses. Even those persons having increasing contact with the disabled were relatively ignorant in this area. Figures are cited to show that physicians share this ignorance. (I. Davis) (PA)

Wakslak, H. Modeling behavior of recently handicapped adults as a function of model's physical disability and expertise. Dissertation Abstracts International, 1975(Jul.), 36(1-B), 462.

A study to assess the variables of physical disability/nondisability and expertise on the tendency of disabled men to model their actions on those of a confederate. Subjects were 160 recently disabled wheelchair users, who chose to follow the example set by one of two confederates who exhibited the variables. Contrary to expectations, subjects were more likely to model their actions after the confederate who volunteered, rather than the one who did not, regardless of other variables. With all variables held constant, there were no significant differences between conditions. The methodological limitations of the study and suggestions for future research are discussed.

Weinberg, N. Modifying social stereotypes of the physically disabled. Rehabilitation Counseling Bulletin, 1978, 22(2), 114-124.

A report on two studies which examined the effects of contact on perceptions of similarity between disabled and nondisabled people. In Study I, subjects were fourth, fifth, and sixth grade students from two public schools, one of which had mainstreamed disabled students and one of which had not. Subjects were asked to rate a pictured same-sex child on 26 items. For half the children, the picture was of a disabled child; for the other half, the picture was of a nondisabled child. Results showed significant differences on 13 of the 26 items. Factor analysis revealed perceived differences on the goodness, dependence, sociability, and aggressiveness factors. There were no differences between subjects from mainstreamed and non-mainstreamed schools. In the second study, three levels of contact were used as variables with a sample of college students. Subjects had maximum contact (had a physically disabled roommate), inter-

MOBILITY IMPAIRMENT (Cont.)

mediate contact (had a physically disabled person on the same floor), or minimal contact (no physically disabled people on the floor). Subjects were asked to rate a stimulus person (disabled or nondisabled) as similar or dissimilar on 32 items. Those with minimal contact indicated significant dissimilarities on 14 items; those with intermediate, on 10; and those with maximum, on 5.

Weinberg, N. Preschool children's perceptions of orthopedic disability. Rehabilitation Counseling Bulletin, Mar. 1978, 183-189.

A report on two studies which sought to identify when a child starts to comprehend disability and when he/she develops attitudes toward disabled people. In the first study, preschoolers were shown pictures of same sex children, one of whom was in a wheelchair and one of whom was not. They were asked a number of questions related to liking and were asked two questions to identify if they recognized that some of the children were disabled. Subjects were 3, 4, and 5 year olds. It was found that awareness of the disability increased rapidly with age, from 17% at age 3, to 71% of the four-year olds, and 75% of the five-year olds. However, at all age groups, children rated disabled and nondisabled children similarly, thus suggesting no presence of negative attitudes. In the second study, 3-5 year olds were asked to indicate which of two children in pictures, one disabled and one nondisabled, they would prefer to play with, and they were asked two questions related to the presence and purpose of the wheelchair. Results supported the hypothesis that comprehension of disability begins around age 4. It was also found that, in forced choice situations, subjects, particularly older ones, preferred the nondisabled child to the disabled one.

Westervelt, V.D., & McKinney, J.D. Effects of a film on nonhandicapped children's attitudes toward handicapped children. Exceptional Children, 1980, 46(4), 294-296.

An experimental study to assess the effects of a brief film showing similarities between disabled and nondisabled children on the attitudes of nondisabled children who exhibited negative responses to disabled peers. Subjects were fourth grade students who were pretested using a Social Distance Questionnaire and an Activity Preference Scale (to identify perceived similarity). Half of these subjects, the experimental group, then viewed a 13-minute film showing interaction between young wheelchair users and nondisabled children. The other half of the subjects, the control group, saw no film. Immediately after treatment, and, again, nine days later, subjects were asked to complete the same measures as at pretest. Results showed no pretest differences in responses on the Social Distance Questionnaire based on disability. However, this scale did register a significant treatment effect, with the experimental group indicating closer social distance than the control group toward wheelchair users. The results on the Activity Preference Scale showed partial support for the effects of the film on perceived similarity. There were no significant long-term effects found.

MOBILITY IMPAIRMENT (Cont.)

Wildfogel, J., & Hastorf, A.H. Effects of acknowledgment of handicap on social interactions. Paper presented at the American Psychological Association annual meeting, Sep. 1979, New York, NY.

A report on three studies which examined the effects of a disabled person's acknowledging of the disability on interactions with nondisabled peers. In the first study, subjects were asked to rate and choose between two disabled persons, one of whom acknowledged his disability and one of whom did not. Subjects rated the acknowledging person significantly higher than the non-acknowledging one and were significantly more likely to choose him as a partner in another study. In the second experiment, subjects were again asked to evaluate and to choose between two disabled persons, one of whom acknowledged his disability and one of whom did not. The acknowledging person, however, exhibited nervousness while acknowledging. Nonetheless, results were the same as in the first study; subjects still preferred the acknowledging person to the non-acknowledger. In the third study, subjects interacted with a nondisabled person, a disabled person who acknowledged his disability, or a disabled person who did not acknowledge the disability. Subjects' behaviors indicated significantly more comfort with the acknowledger than the non-acknowledger. There was no difference between ratings of the nondisabled person and the disabled acknowledger.

You're young, bright, ambitious, active... and you've just been hit by M.S. Image, Fall 1979, 14.

A brief article which describes the author's gradual realization that he or she had multiple sclerosis. In addition to describing the early symptoms of the disability, the author points out some of the psychological results of the onset of the disability.

VISUAL IMPAIRMENT

Acton, J.J. Establishing and maintaining a therapeutic environment in a residential rehabilitation center for the blind. New Outlook for the Blind, 1976, 70(4), 149-152.

Outlines the functions of a residential rehabilitation center for the blind, including its role as a therapeutic treatment center. The heart of the therapeutic environment is the interaction between each staff member and student. Thus, careful staff recruitment and continuous staff training are crucial in developing a unified and consistent approach. The staff must be able to manage the rehabilitation process consciously and adapt to it the needs of each student. (Journal abstract) (PA)

Altner, P.C.; Rusin, J.J.; & DeBoer, A. Rehabilitation of blind patients with lower extremity amputations. Archives of Physical Medicine & Rehabilitation, 1980, 61(2), 82-85.

A report on twelve persons who were blind and had had lower extremity amputations. The article focuses on their mobility training after being fitted with a prosthesis. Although a small sample, the results were encouraging. Nine of the patients were successfully mobile two years or more after the amputation, five of them having regained their pre-operative degree of ambulation. All patients reported improvement in attitudes toward self and attitudes toward life in general as a result of being fitted with the prosthetic device (although three people later abandoned the prosthesis).

Baker, L.D., & Reitz, H.J. Altruism toward the blind: Effects of sex of helper and dependency of victim. *The Journal of Social Psychology*, 1978, *104*(1), 19-28.

A study to measure attitudes of the general public toward helping blind people in high and low dependency situations. Subjects for this research were randomly-called persons who were asked to assist the individual on the phone. They believed that the caller was either blind or nondisabled, and that he was in great need or a lesser need for assistance. Results differed to some degree from previous research and from the authors' hypotheses. They found that, in general, more help was given to the "blind" person than to the sighted one, in the high dependency situation than in the low one, and by female subjects than by male subjects. Contrary to predictions, males did not help blind individuals more than sighted individuals, nor were they more helpful in the low dependency situation than in the high dependency one. This type of research is discussed in terms of society's attitudes toward blind people, and blind individuals' attitudes toward self.

Burlingham, D. Special problems of blind infants: Blind baby profile. *Psychoanalytic Study of the Child*, 1975, *30*, 3-13.

Proposes revisions and additions to the Baby Profile of W.E. Freud for observation of blind infants. Particular attention should be devoted to (a) the mother's attitude and behavior toward her blind baby, (b) the development of object relations by the child, and (c) behavioral manifestations of pleasure, aggression, and other affects. Differences between blind and sighted infants in the establishment of a sleep-wakefulness cycle, sensorimotor integration in the feeding situation, and the mother-child relationship are discussed. (S.A. Thorpe) (PA)

Casabianca, J. The case of Mr. K.: Rehabilitation vs. institutionalization. *New Outlook for the Blind*, 1975, *69*(9), 416-417.

The case of a 65 year old blind man who came to the Center for Independent Living from a state psychiatric hospital illustrates the problem of blind persons confined to mental institutions merely because they have not been taught the skills for living in a sighted world and because no one is concerned enough to get them out of hospitals and into rehabilitation programs. Rehabilitation also costs less than long-term hospitalization. (PA)

VISUAL IMPAIRMENT (Cont.)

Cornelius, D.A., Ed. *Barrier awareness: Attitudes toward people with disabilities*. Washington, DC: George Washington University, 1981.

See *Cardiovascular Impairment*.

Cornelius, D., & Veno-Eggert, D. *Sense ability*. Washington, DC: George Washington University, 1979.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet addresses attitudes toward persons with visual impairment. There is a brief introduction which deals in general with attitudes toward blind and visually-impaired people, followed by a section on myths and facts related to visual impairment, and a section of scenes demonstrating the effects of attitudes on situations encountered by persons who are blind or visually impaired. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions with people who have visual disabilities. A listing of resources for more information on visual impairment is included.

Davidson, T.M. The vocational development and success of visually impaired adolescents. *New Outlook for the Blind*, 1975, *69*(7), 314-316.

A review of the literature indicates that visually impaired adolescents are not as vocationally immature as has often been suggested. An effort to combat negative attitudes toward individuals who are visually impaired is recommended. (PA)

Delafield, G.L. Adjustment to blindness. *New Outlook for the Blind*, 1976, *70*(2), 64-68.

Examines various factors that can or should be used to determine adjustment to a disability such as blindness and discusses the need for developing ways to accurately measure the process. It is emphasized that adjustment is a broad concept that embraces many behavior patterns: self-concept, nature of blindness, and the attitudes of significant others. It is suggested that self-concept or self-esteem is the central concern but is neglected. (Journal abstract) (PA)

Dickey, T.W. Meeting the vocational needs of the older blind person. *New Outlook for the Blind*, 1975, *69*(5), 218-225.

Statistical data on the desirability of hiring older workers are reviewed, and pointers for vocational counselors responding to employers' objections are presented. The relationship of past work experience to new job possibilities is also explored. (PA)

Freeman, R.D., & Malkin, S.F. A comparison of the psychosocial problems of deaf, of visually-impaired, and of non-handicapped children. Paper presented at the Annual Meeting of the American Academy for Cerebral Palsy and Developmental Medicine. Abstract in *Developmental Medicine and Child Neurology*, 1977, *19*(1), 11.

See *Hearing Impairment*.

VISUAL IMPAIRMENT (Cont.)

Gaudino, A., & Tamaren, M. Learning through giving. *Instructor*, 1975, *85*(3), 122-123.

See *Learning Disabilities*.

Giarratana-Oehler, J. Personal and professional reactions to blindness from diabetic retinopathy. *New Outlook for the Blind*, 1976, *70*(6), 237-239.

The author, a blind psychiatric nurse who offers professional counseling to newly blinded individuals, discusses adjustment to blindness from both professional and personal points of view. The major aspects of adjustment to blindness are considered to be grieving (not only over loss of vision but also, for the diabetic, future complications of the condition and a shortened life expectancy), revaluation (value change, the development of realistic goals), the independence-dependence conflict, stigma (societal prejudice and the attribution to blind persons of stereotyped characteristics), communication without visual cues, and identity integration or the state of self-actualization by which the individual learns to live with his/her disability. (Journal abstract) (PA)

Hardee, B.B. Interpersonal distance, eye contact, and stigmatization: A test of the equilibrium model. *Dissertation Abstracts International*, 1976(Oct.), *37*(4-B), 1970-1971.

See *Mobility Impairment*.

Jastrzembska, Z.S., Ed. *The effects of blindness and other impairments on early development*. New York: American Foundation for the Blind, 1976.

Presents six papers and the discussion generated by them at a 1972 conference. Papers dealt with sensory deficit and motor development in infants blind from birth, effects of early blindness on the development of auditory-spatial learning, somatosensory deprivation and its relationship to the blind, self-representation in young blind children, communication development in the first three years of life, and temperament and the rubella child. (A.C. Moltu) (PA)

Jernigan, K. Blindness: Is the public against us? Address delivered at the Annual Convention of the National Federation of the Blind, July 1975.

An article which emphasizes that it is not blindness itself that causes the main difficulties, but rather social attitudes and cultural heritage which views blind individuals as second class people. "Second-class status and deep despair come not from lack of sight but from lack of opportunity, lack of acceptance, lack of equal treatment under the law, and (above all) lack of understanding." (p. 1) Included are comparisons and contrasts with the Black movement. The press is criticized for its condescension and avoidance of the real issues.

VISUAL IMPAIRMENT (Cont.)

Jernigan, K. Blindness: Of visions and vultures. Address delivered at the Annual Convention of the National Federation of the Blind in Los Angeles, CA, July 1976.

An address which points out that the major problem of blindness is not blindness itself, but rather the negative attitudes and misconceptions of the public. Many specific examples are used. Equality is the principal focus.

Jernigan, K. Blindness -- The myth and the image. Washington, DC: The National Federation of the Blind, Undated.

An article which contrasts two opposing views of blindness: one that considers it a tragedy evoking pity, the other, as a physical nuisance which need not prevent productive functioning. Condescending social attitudes are discussed and satirized.

Jernigan, K. Disability and visibility: Uncle Tom, Blind Tom, and Tiny Tim. Washington, DC: The National Federation of the Blind, Undated.

In part, a critique of a 1969 article by Leonard Kriegel entitled, "Uncle Tom and Tiny Tim: Some Reflections on the Cripple as Negro." Jernigan analyzes the underlying defeatism and pessimism of the article, and advocates more awareness and active participation in the consumer movement, in this case the National Federation of the Blind.

Jernigan, K. To man the barricades. Washington, DC: The National Federation of the Blind, Undated.

A plea for blind consumers and committed sighted persons to become activists in fighting for autonomy and respect as adult human beings. The author speaks out angrily against society's condescension and paternalistic attitudes. Government agencies, research grants, and simplistic publications receive most of his sarcastic attack.

Kang, Y.W. Attitudes toward blindness and blind people among theological and education students. Dissertation Abstracts International, 1976(Sep.), 37(3-A), 1490-1491.

An attempt to relate a number of demographic characteristics to attitudes toward blindness. Subjects were 213 education students and 175 theological students who were asked to complete the Disability Factor Scale - Blindness and selected items from the Polyphasic Value Inventory. It was found that: 1) There was no significant overall difference in attitudes toward blindness between education and theology students. 2) There was, however, a significant difference between the groups on the Rejection of Intimacy factor, with the education students more likely than the theology students to reject intimacy. 3) Third year theology students expressed more rejection of intimacy and Distressed Identification than first year students. 4) Liberal students responded more favorably to blindness than did conservative students. 5) Conservative students expressed more Authoritarian Virtuousness and Distressed Identification than did liberal

VISUAL IMPAIRMENT (Cont.)

students. 6) Female subjects responded more favorably than male subjects to blindness. The implications of these findings are discussed.

Kang, W., & Masoodi, B.A. Attitudes toward blind people among theological and education students. Journal of Visual Impairment & Blindness, 1977, 71(9), 394-400.

Examined attitudes toward blindness among education and theological students, specifically the differences in attitudes toward blindness between education and seminary student groups, between conservative and liberal student groups, between first and third year seminary student groups, and between the sexes. Subjects were 213 graduate education students and 175 graduate theological students enrolled in six selected seminaries. The Disability Factor Scales - Blindness and selected items from the Polyphasic Value Inventory were utilized. Results show that graduate education students did not differ from graduate theological students in their overall attitudes toward blindness, but education students reacted more unfavorably to Rejection of Intimacy dimension; conservative students reacted more unfavorably to blindness than did liberal students; and students in the two conservative seminaries had more unfavorable attitudes than those in the liberal seminary; third year seminarians indicated more definite presence of Rejection of Intimacy and Distressed Identification dimensions than first year seminarians; and female students showed more favorable reactions to blindness than did male students. (Journal abstract) (PA)

Keilbaugh, W.S. Attitudes of classroom teachers toward their visually handicapped students. Journal of Visual Impairment & Blindness, 1977, 71(10), 430-434.

Surveyed 33 suburban elementary classroom teachers to determine their attitudes toward their mainstreamed visually handicapped students. Teachers were asked about their knowledge of the handicapping conditions, materials and instructional techniques, responsibility for the students, and supportive services. Those having previous contact with the visually impaired and those who had previous exposure to special education were slightly more positive in their attitudes toward the students. On the whole, however, little difference was found between groups. Most teachers thought the four areas investigated were important, but showed a lack of agreement over standards that the visually handicapped student should be required to meet in the regular classroom. (Journal abstract) (PA)

Koestler, F.A. The unseen minority: A social history of blindness in America. New York, NY: David McKay, 1976.

Presents a comprehensive account of how the blind in the U.S. have come to participate increasingly in the mainstream of work and life. The successive steps of the emancipation are described: braille, schools for the blind, Seeing Eye dogs, the Talking Book, rehabilitation services, technological advances, and helpful legislation. The work of important individuals such as Helen Keller on public attitudes is explained. (PA)

VISUAL IMPAIRMENT (Cont.)

Levine, B.G. Attitudes of Head Start teachers and aides toward handicapped children. Dissertation Abstracts International, 1976(Oct.), 37(4-A), 2112-2113.

See Hearing Impairment.

Lowenfeld, B. The changing status of the blind: From separation to integration. Springfield, IL: Charles C. Thomas, 1975.

Describes four phases in the history of the socioeconomic status of the blind: separation, ward status, self-emancipation, and integration into society. The current situation regarding work with the blind in the U.S. is evaluated; i.e., education, rehabilitation, public policy, attitudes, agency systems, self-organizations, economic forces, and public assistance. (Journal abstract) (PA)

Mayadas, N.S. Houseparents' expectations: A crucial variable in the performance of blind institutionalized children. New Outlook for the Blind, 1975, 69(2), 77-85.

Conducted a study with 26 blind adolescents and their houseparents to test the degree of relationship between the blind child's performance and expectations of houseparents, the most significant others in the institutionalized child's life. Results support the hypothesis that houseparents' influence on behavior is statistically significant. It is contended that it is of utmost importance that houseparents and other significant personnel be selected carefully and receive continued training. They must become familiar, through roletaking, with the world of the blind, and blind and sighted together must determine behavioral expectancies for the blind child. (Journal abstract) (PA)

Mayadas, N.S., & Duehn, W.D. The impact of significant adults' expectations on the life style of visually impaired children. New Outlook for the Blind, 1976, 70(7), 286-290.

Examined the behavior performance of 56 blind persons in view of the role expectations of significant others. Findings suggest that there is a correlation between the expectation of significant others and the "blind role" assumed by blind persons. However, it was also found that in many circumstances blind persons act not in accordance with a uniform blind role but in accordance with accepted social norms due to broader societal conditioning or because of their own self-expectations. (Journal abstract) (PA)

Mayers, F. Modifying attitudes and adjustment through social work training in an agency serving the visually handicapped. New Outlook for the Blind, 1976, 70(2), 72-77.

Points out that because social work training oriented specifically toward the visually handicapped is not widely available in schools of social work, it is the responsibility of rehabilitative agencies to provide such

VISUAL IMPAIRMENT (Cont.)

training programs. A fieldwork program at an unidentified state center for the visually handicapped, organized around seven "themes" of training, is described. (Journal abstract) (PA)

Mitchell, D.C., & Frederickson, W.A. Preferences for physically disabled counselors in hypothetical counseling situations. Journal of Counseling Psychology, 1975, 22(6), 477-482.

See Mobility Impairment.

Needham, W.E., & de l'Aune, W.R. Patient satisfaction with residential adjustment to blindness training. New Outlook for the Blind, 1976, 70(5), 182-187.

One hundred and thirty eight patients who had received adjustment to blindness training at a Veterans Administration residential center were questioned regarding the program's effectiveness after they had returned to their community for a period of six months or longer. Patient satisfaction was high, with approximately half of the veterans rating the program as optimal in most areas. Expressions of dissatisfaction were directed to wanting more rather than less training, attesting to the relevancy of the traditional model of residential blind skill training. Need for additional braille and communications skills was expressed, as well as a desire for more recreational activities. Use of blindfold training was strongly endorsed. Essentially two-thirds of the blinded veterans who received training described their lives as either extremely satisfying or somewhat satisfying at that time. Patient satisfaction ratings are seen to be a useful method of evaluating rehabilitation services. (Journal abstract) (PA)

Ovide, C.R. Affective development training and disability simulation with sighted children and its effects on interaction strain and attitudes toward visually handicapped peers. Dissertation Abstracts International, 1978(Nov.), 39(5-A), 2759-2760.

An assessment of the relative effectiveness of different types of training on attitudes of nondisabled children toward blind peers and on the amount of anxiety experienced both by sighted children and by blind children in interaction situations subsequent to such training. Nondisabled children were randomly assigned to one of three conditions: 1) an 11 session group guidance program in understanding the feelings of others; 2) the same program plus a blindness simulation experience; and 3) no treatment (control). Immediately after training, all children were put into an interaction situation with blind children. As hypothesized, the guidance program resulted in a trend toward more positive attitudes among sighted children toward their blind peers, and a reduction in anxiety among blind children interacting with them. There was no difference, however, in anxiety experienced by sighted children, and blindness simulation did not result in additional benefit.

Rappaport, E. A. Notes on blindness and omniscience: From Oedipus to Hitler. Psychoanalytic Review, 1976, 63(2), 281-289.

A very psychoanalytic discussion of blindness through history and its association with both punishment and omniscience. The author begins with a Freudian interpretation of the story of Oedipus, in which blindness is interpreted as a self-castration and a self-inflicted punishment. He then moves on to instances, both fictional and actual, in which blindness has been associated with a sudden stroke of genius. Examples include Helen Keller, St. Paul, and Hitler. The author concludes by reaffirming his own interpretation of the symbollism of blindness.

Ries, J.K. Public acceptance of the disease concept of alcoholism. Journal of Health and Social Behavior, 1977, 18(3), 338-344.

See Epilepsy.

Rubin, J.A. Through art to affect: Blind children express their feelings. New Outlook for the Blind, 1975, 69(9), 385-391.

Describes an art program with multiply handicapped, visually impaired children. The program enabled them to let their feelings go, to move freely and rhythmically, and to experience the pleasure of controlling and creating with materials they could successfully use. They could also communicate important feelings, including those that related to their blindness, and especially the anger which was hard for them to express directly. (Journal summary) (PA)

St. John, W.D.; Child, C.; & Kelly, S.B. Paul - Justin: Two case studies. Instructor, 1976, 85(6), 114-117.

See Learning Disabilities.

Scheffers, W.L. Sighted children learn about blindness. Journal of Visual Impairment & Blindness, 1977, 71(6), 258-261.

In a unit of 20 lessons, 27 sighted fourth graders were taught about the long cane, guide dogs, daily living skills, eye physiology, causes of blindness, eye care, braille, and attitudes toward blindness. Subjects were also required to perform some activities under blindfolds. After completing the unit, subjects revealed far greater knowledge about blindness and had more positive attitudes toward blind persons -- valuable preliminaries for mainstreaming blind children. (Journal abstract) (PA)

Scholl, G.T., & Schnur, R. Measures of psychological, vocational, and educational functioning in the blind and visually handicapped. New York, NY: American Foundation for the Blind, 1976.

Presents a resource manual for those seeking appropriate measures of psychological, educational, and vocational functioning in the blind and visually handicapped. General guidelines for assessment and some alternative strategies for measuring characteristics of the blind are discussed. (PA)

VISUAL IMPAIRMENT (Cont.)

Schulz, P.J. The sight of blindness and the phenomenon of avoidance. *New Outlook for the Blind*, 1975, *69*(6), 261-265.

Notes that newly blinded people, in addition to adjusting to their loss of vision, must also often cope with being avoided by family and friends. All blind persons encounter the problem of avoidance in their daily contact with people. Because of the sighted person's fear of becoming blind himself, he avoids anything that stimulates that anxiety, particularly individuals who are blind. Being unable to cope with the fear aroused in him, he retreats in order to reduce its intensity. It is suggested that avoidance can be countered by more personal contact between blind and sighted persons and by increasing the visibility of well-adjusted blind persons in the community. Agencies for the blind can, in their public education and fund-raising programs, influence attitudes by accurately portraying the abilities of blind persons. (Journal abstract) (PA)

Selby, J.W., & Calhoun, L.G. How many patients have you seen today? *Clinical Psychologist*, 1980, *33*(2), 4-6.

Describes how a blind psychologist (the first author) and a sighted one (the second author) have adapted and worked together in clinical service, university teaching, and scholarly service. Technical aids to solve problems in these areas are described, along with social and professional reactions. It is concluded that with ingenuity and flexibility, a blind person can be an effective psychologist engaging in a wide range of professional activities. (PA)

Simon, E.P., & Gillman, A.E. Mainstreaming visually handicapped preschoolers. *Exceptional Children*, 1979, *45*(6), 463-464.

A report on the mainstreaming of four visually-impaired preschool children into a regular school program. Staff and pupils of the special school visited the regular school prior to mainstreaming, and staff at the special school worked individually with each of the visually-impaired children to prepare them for their mainstreaming experience. However, the staff and students at the regular school received no special preparation. The actual mainstreaming proved to be an anxiety-producing experience, with both staff and students at the regular school asking for information and attempting to differentiate themselves from the visually-impaired students. The disabled children became increasingly more excluded as the year progressed and were infantalized and taunted. The authors make a number of recommendations to facilitate further mainstreaming efforts, primary among them, the proper preparation of students and teachers at the regular school as well as at the special school.

Simon, E.P., & Gillman, A.E. Mainstreaming visually handicapped preschoolers. *International Journal of Rehabilitation Research*, 1979, *2*(4), 524-525.

A report on the mainstreaming of four visually-impaired children into a regular preschool classroom. This brief article reiterates much of the information in Simon & Gillman above. Included also in this article is some information on the collection of research data.

VISUAL IMPAIRMENT (Cont.)

Sirisena, B. A study of teacher attitudes toward the visually impaired in the Republic of Sri Lanka. Dissertation Abstracts International, 1975(Nov.), 36(5-A), 2745.

An assessment of the attitudes of teachers toward visually impaired children in Sri Lanka. The comparative effects of a number of variables, including amount of previous contact, training, sex, and religion, were measured using the Attitude to Blindness Scale. Significant differences were found based on training, with teachers who had never taught visually-impaired students or who had taught them in regular classrooms differing significantly in attitudes from those who were specifically trained to teach visually-impaired children. In addition, results showed that females had slightly more negative attitudes than males toward visually-impaired children. Religion, however, did not seem to make a difference in responses. The author recommends more training in teaching visually-impaired children be given to regular classroom teachers.

Straus, A. Changing attitudes toward blindness: A role-playing demonstration for service clubs. New Outlook for the Blind, 1975, 69(9), 407-409.

Designed a short program to improve attitudes toward blind persons and to correct misinformation, and presented it to 13 Lions and Rotary Clubs. A role-playing demonstration with blindfolded members of the audience was followed by a discussion period. Questionnaires were administered before each presentation and one to two months later, and showed significant improvements in those attitudes in which blind people are viewed as helpless, inferior, and dependent. Improvements in the participants' knowledge about blind people did not occur to the extent expected. (Journal abstract) (PA)

Thomas, B. Environmental education for the blind. Instructor, 1977, 86(9), 106-107.

A description of specific activities which involved blind and multiply disabled students in outdoor adventures and skills' development.

Wacker, C.H. Where are they now? Toward more effective vocational goal-setting for blind adults. New Outlook for the Blind, 1976, 70(1), 19-21.

Data from 211 blind 18-66 year olds who had participated in a rehabilitation program show that 133 job placements had been made and that 56 of these were in competitive employment. Several findings about client motivation, self-confidence, and vocational goal-setting are presented. (PA)

Warren, D.H. Blindness and early development: What is known and what needs to be studied. New Outlook for the Blind, 1976, 70(1), 5-16.

Points out the deficiencies of research into the comparative development of blind and sighted children and some of the reasons for these deficiencies. The kinds of research that have been done in perceptual-motor, cognitive, language, social, and personality development are discussed, and the kinds

VISUAL IMPAIRMENT (Cont.)

of research that should be done are described. Reasons why other research into early development of blind children has not been done are also discussed. (Journal abstract) (PA)

West, J.M. Evaluation of attitudinal changes and results of a generic special education experimental study with Black teachers. *Dissertation Abstracts International*, 1977(Jan.), *37*(7-A), 4292.

See *Hearing Impairment*.

Wilson, R.A. An investigation of student knowledge and attitudes toward blindness as a function of knowledge and experience. *Dissertation Abstracts International*, 1976(Mar.), *36*(9-A), 6324-6325.

A study to determine the effects of a number of variables on attitudes toward blind people and knowledge of blindness. Subjects were 434 special education students at five schools. Variables included contact, education, and socio-economic status. It was found that: 1) Subjects with no contact with blind persons exhibited moderately favorable attitudes and moderately unfavorable action tendencies toward blind persons, and limited knowledge of blindness. 2) Subjects, regardless of amount of education, shared many misconceptions about blindness. 3) Subjects with higher personal contact with blind persons had higher knowledge scores. 4) Graduating students tended to exhibit more negative attitudes toward blind people than did beginning students. The author discusses the relative importance of education and experience.

OTHER DISABILITIES

Altner, P.C.; Rusin, J.J.; & DeBoer, A. Rehabilitation of blind patients with lower extremity amputations. *Archives of Physical Medicine & Rehabilitation*, 1980, *61*(2), 82-85.

See *Visual Impairment*.

Armstrong, S. The common structure of treatment staff attitudes toward adolescent dialysis patients. *Psychotherapy and Psychosomatics*, 1975, *26*(6), 322-329.

A study in which 15 nurses were asked to rate five adolescent dialysis patients on a 14-item nurses' semantic differential scale. Three factors were extracted: nurses' perceptions of the adolescent's general despair, identity consolidation, and dependency strivings.

Bruhn, J.G. Self-concept and the control of diabetes. *American Family Physician*, 1977, *15*(3), 93-97.

A discussion of the relationship between self concept and adherence to a diabetic regimen. The author points out the adjustment problems that are confronted by juvenile diabetics and how they differ from those faced by

OTHER DISABILITIES (Cont.)

individuals who learn of their diabetes later in life. He explains why the disability may have a negative effect on a person's self esteem, and why, in turn, poor self esteem may have a negative effect on the person's willingness to adhere to his/her required regimen. The author points out the important role that the physician can play in helping the diabetic individual accept his/her disability and the restrictions it may place on his/her lifestyle.

Burrell, D.W. The effects of a group on parents' perceptions of children with juvenile rheumatoid arthritis. Dissertation Abstracts International, 1979(Jan.), 39(12-B), 6110-6111.

A study assessing the effects of a parenting group on the attitudes of parents toward their arthritic children. The group met eight times, once a week, and had the express purpose of informing parents of the psychological aspects of disability and the effects of disability on their children's development. Although the parenting group produced no significant increase in positive attitudes of the parents toward their arthritic children, the parents did become more concerned with parenting in general, regardless of the presence of a disability.

Corcoran, C.M., & McAleer, C.A. Effects of client aphasia on client evaluation and counselor behavior. Journal of Counseling Psychology, 1980, 27(2), 166-170.

A study of the attitudes toward an aphasic and a non-aphasic client as a function of counselor training. Counseling students were given the opportunity to individually counsel a female who either used aphasic word patterns and techniques or did not. Subjects' reactions to the stimulus person were measured both objectively (e.g., eye contact, body posturing) and subjectively (e.g., in response to a written measure). There were no significant differences based on counselor training. However, there were significant differences based on the aphasic or non-aphasic behavior of the stimulus person. Counseling students behaved more positively toward the "aphasic" client, but rated her lower in stated impressions.

Cornelius, D.A., Ed. Barrier awareness: Attitudes toward people with disabilities. Washington, DC: George Washington University, 1981.

See Cardiovascular Impairment.

Cornelius, D. Inside out. Washington, DC: George Washington University, 1980.

See Cardiovascular Impairment.

Curtis, W.S.; Donlon, E.T.; & Tweedie, D. Adjustment of deaf-blind children. Education of the Visually Handicapped, 1975, 7(1), 21-26.

Studied the adjustment of 30 deaf-blind children observed in three behavior modalities: activities of daily living, informal social activity, and formal learning. Each child was videotaped in these modalities, and judges rated the behavior. (C.L. Nicholson) (PA)

OTHER DISABILITIES (Cont.)

D'Afflitti, J.G., & Swanson, D. Group sessions for the wives of home-demo-dialysis patients. American Journal of Nursing, 1975, 75(4), 633-635.

Describes the interaction process occurring in 12 weekly group sessions with 17 spouses of male hemodialysis patients. Age range of group members was 35 to 55. The report focuses on the psychological stress which families experience in administering home dialysis treatment. The group sessions intervention provides important emotional support for such families by reducing anxiety, depression, and isolation. (R.G. Gibson) (PA)

Fisher, S. The renal dialysis client: A rational counseling approach. Rehabilitation Counseling Bulletin, 1976, 19(4), 556-562.

A discussion of the psychological impact of renal dialysis treatment. The author contends that psychological problems often associated with renal dialysis are not the result of the disability itself, but rather are caused by the person's beliefs about their disability and the treatment they receive for the disability. The author points out the role of the rehabilitation counselor in reducing this stress to facilitate the client's adjustment to his/her disability and treatment.

Ford, P.S. An investigation of attitudes toward, and beliefs about, people with speech disorders. Dissertation Abstracts International, 1977(Dec.), 38(6-B), 2625.

A review of the literature on attitudes toward "deviant" populations in general and toward people with speech problems, and a report on two studies attempting to clarify these attitudes. The first study found negative attitudes based on physical, social, emotional, psychological, and speech characteristics. The second study found negative beliefs about people with speech disorders, and found that these beliefs were different than those related to people with physical disabilities or those who are blind. Furthermore, it was found that familiarity with people who have speech problems does not alter these negative beliefs. The author recommends further research in this area and suggests the use of a Fishbein theoretical framework.

Giarratana-Oehler, J. Personal and professional reactions to blindness from diabetic retinopathy. New Outlook for the Blind, 1976, 70(6), 237-239.

See Visual Impairment.

Goldberg, R.T.; Bernstein, N.R.; & Crosby, R. Vocational development of adolescents with burn injury. Rehabilitation Counseling Bulletin, 1975, 18(3), 140-146.

Investigated the relationships among facial disfigurement, career plans, and rehabilitation outlook in 34 adolescents with burn injury. Subjects were ten female and twenty-four male outpatients ranging in age from 12-18 years. They were interviewed on the Goldberg Scale of Vocational Development. Severity of facial disfigurement correlated negatively with both rehabilitation outlook and career plans. Results show that the relationship

OTHER DISABILITIES (Cont.)

between disfigurement and outlook was dependent in part upon the influence of career plans. Career plans correlated positively with rehabilitation outlook. Thus, adolescents with burn injury may be affected in their rehabilitation outlook by two factors: the degree of facial disfigurement and career plans. (Journal abstract) (PA)

Harper, D.C., & Richman, L.C. Personality profiles of physically impaired adolescents. Journal of Clinical Psychology, 1978, 34(3), 636-642.

See Mobility Impairment.

Killarney, G.T., & Lass, N.J. A comparative study of the knowledge, exposure, and attitude of speech pathologists, rehabilitation counselors, and social workers toward laryngectomized persons. Journal of Rehabilitation, 1979 (Apr./May/Jun.), 34-38.

A survey of attitudes towards and knowledge of laryngectomized persons among three categories of rehabilitation personnel. Speech pathologists, rehabilitation counselors, and social workers were administered a modified version of the Attitudes Toward Disabled Persons Scale and a questionnaire specifically designed to assess knowledge of the problems and abilities of persons who had had their larynxes surgically removed. Results indicated generally positive attitudes among the three groups, but different degrees of knowledge, with speech pathologists knowing considerably more than either rehabilitation counselors or social workers about laryngectomized individuals. The authors recommend pre-service training to correct this lack of information.

Kleinfield, S. Our smallest minority -- Dwarfs. Reader's Digest, 1976(Jan.), 151-156.

A brief article which discusses dwarfs. The article includes information on the causes of dwarfism, some of the common barriers, both architectural and attitudinal, faced by "little people," and some well-known dwarfs from history. Included also is information on the origins of a consumer organization, The Little People of America, and its goals.

McHale, S.M., & Simeonsson, R.J. Effects of interaction on nonhandicapped children's attitudes toward autistic children. American Journal of Mental Deficiency, 1980, 85(1), 18-24.

An article describing a project which placed 28 nondisabled children in a week of daily, half-hour play sessions with a class of six autistic children. Interviews with the subjects showed overwhelmingly positive attitudes, both pre- and post-intervention, with an increase in understanding of autism after contact. This understanding was positively related to the frequency of their communication with autistic children on the first day of interaction, and their positive attitudes and frequency of solitary play were negatively correlated.

OTHER DISABILITIES (Cont.)

Markova, I.; MacDonald, K.; & Forbes, C. Integration of haemophilic boys into normal schools. Child Care, Health & Development, 1980, 6(2), 101-109.

Surveyed parents of 36 hemophilic 5-16 year old boys and also 34 schools attended by these children. Results indicate the importance of adequate communication among schools, parents, and medical authorities. Counseling for parents, more information for teachers, and training for school children (nonhemophilic) are suggested. (PA)

Marshall, J.R.; Rice, D.G.; O'Mera, M.; & Shelp, W.D. Characteristics of couples with poor outcome in dialysis home training. Journal of Chronic Diseases, 1975, 28(7/8), 375-381.

The data suggest that "certain emotional reaction patterns of the couple, (rather than just that of the patient...) to the need for chronic dialysis may represent the greatest obstacle for successful rehabilitation." (p. 380) The authors recommend consideration of spouse's as well as patient's characteristics for selection for home dialysis training.

Martin, P. Marital breakdown in families of patients with spina bifida cystica. Developmental Medicine & Child Neurology, 1975, 17(6), 757-764.

See Mobility Impairment.

Masumura, M., et al. Group therapy of autistic children at an outpatient clinic. (Japn.) Japanese Journal of Child Psychiatry, 1975, 16(5), 316-324.

See Mental Retardation.

Mitchell, D.C., & Frederickson, W.A. Preferences for physically disabled counselors in hypothetical counseling situations. Journal of Counseling Psychology, 1975, 22(6), 477-482.

See Mobility Impairment.

O'Malley, J.E.; Foster, D.; Koocher, G.; & Slavin, L. Visible physical impairment and psychological adjustment among pediatric cancer survivors. American Journal of Psychiatry, 1980, 137(1), 94-96.

A study to determine whether physical impairment as a result of cancer treatment is related to degree of psychological adjustment among pediatric cancer survivors. Psychological adjustment was rated by combining the scores given by a psychiatrist and a psychologist after extensive testing and interviewing. Degree of physical impairment was determined objectively by combining scores on obviousness of physical residua, interference with activities of daily living, medical attention or equipment requirements, and employability or ability to attend school. Results indicated no relationship between physical impairment scores and degree of psychological adjustment. These findings are discussed in terms of coping with intrusive treatments among children.

OTHER DISABILITIES (Cont.)

Perlman, L.G., Ed. The role of vocational rehabilitation in the 1980's serving those with invisible handicaps such as cancer, cardiac illness, epilepsy. Washington, DC: National Rehabilitation Association, 1978.

See Cardiovascular Impairment.

Petrunik, M.G. The quest for fluency: A study of the identity problems and management strategies of adult stutterers and some suggestions for an approach to the management of deviance. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 4509-4510.

A discussion of techniques used by adult stutterers to manage their stuttering and to identify problems associated with it. The paper is based on a number of qualitative research methods, including participant observation, focused interviews, and life histories. These data were clarified by a review of the literature on other disabilities, illnesses, and disorders, and the various strategies used to manage them. It was found that different factors and different social contexts influenced the management process. These results are discussed in terms of social phenomenology.

Rehabilitation Research Institute. Psychosocial rehabilitation of cancer patients. Rehab Brief, 1980, 3(10), 1-4.

A discussion of a project designed to determine the major psychosocial needs of cancer patients and the best intervention methods. Specifically, the project proposed to: 1) develop a model intervention program for adult cancer patients; 2) evaluate the effect of the intervention on the psychological trauma of the patient; 3) document the intervention and its effects; and 4) develop criteria for persons who may develop psychological distress later during treatment. Subjects were 308 male and female cancer patients who had skin cancer, breast cancer, or lung cancer. These subjects were divided into groups: an intervention group and a control group. Those in the intervention group met with a counselor for 20 minutes each day while hospitalized and were contacted by phone periodically after release from the hospital. Patients' needs were determined on an individual basis, by the patient. Results showed significant positive effects of the intervention. Primarily, patients' needs fell into three major categories: education, counseling, and environmental intervention.

Richman, L.C., & Harper, D.C. Personality profiles of physically impaired young adults. Journal of Clinical Psychology, 1980, 36(3), 668-671.

See Mobility Impairment.

Rose, G.L., & Brief, A.P. Effects of handicap and job characteristics on selection evaluations. Personnel Psychology, 1979, 32(2), 385-392.

See Epilepsy.

OTHER DISABILITIES (Cont.)

Sanders, K.; Mills, J.; Martin, F.I.; & Horne, D.J. Emotional attitudes in adult insulin-dependent diabetics. Journal of Psychosomatic Research, 1975, 19(4), 241-246.

Interviewed 60 23-59 year old insulin-dependent diabetics attending a diabetic clinic, administered the 16 PF to 47 of these, and conducted interviews with a close relative in 51 cases. Overall results characterize subjects as insecure, tense, conventional, and glum. Fear of vascular complications and severe hypoglycemia were common sources of anxiety in both the diabetics and their relatives. Poor acceptance of diabetes tended to be associated with disability attributable to either vascular disease or hypoglycemia. (Journal abstract) (PA)

Starr, P., & Heiserman, K. Acceptance of disability by teenagers with oral-facial clefts. Rehabilitation Counseling Bulletin, 1977, 20(3), 198-201.

A study to ascertain whether Wright's premise that people who accept their disabilities are better adjusted than those who do not, is applicable to a sample of teenagers with oral-facial clefts. A modified version of Linkowski's Acceptance of Disability Scale (AD) was used. Results supported Wright's premise, and also indicated that there was no relationship between type of handicap and attitude toward disability. The AD Scale was suggested as a screening device for clinicians.

Steger, H.G. Understanding the psychologic factors in rehabilitation. Geriatrics, 1976, 31(5), 68-73.

A holistic approach to the elderly patient. The author discusses the psychological and social factors that affect the patient, his/her disability, and the rehabilitation process. Specific topics include: the impact of disability and the life cycle, depression caused by losses, physical deterioration and the sick role, and learning during rehabilitation.

Steinhausen, H.C. A psycho-clinical investigation in adult hemophiliacs. Journal of Psychosomatic Research, 1975, 19(4), 295-302.

Compared the personality of 56 male hemophiliacs to that of 56 healthy controls (mean ages 27.4 years and 28.3 years, respectively) of same socio-economic status. Results of a personality inventory revealed that hemophiliacs were more depressive and less dominant, but personality structure in hemophiliacs was nearly identical with that of controls. There was no increased frequency of neurotic disorders among hemophiliacs. Compared to subjects with a mild physical handicap, subjects with a severe physical handicap had higher scores on psychosomatic disorder, shyness, and depression, and lower scores on masculinity and sociability. Also subjects with increased bleeding risk during emotional stress were more neurotic and depressive. Psychosomatic interactions in hemophilia are discussed. (Journal summary) (PA)

OTHER DISABILITIES (Cont.)

Tichenor, C.C., & Rundall, T.G. Attitudes of physical therapists toward cancer: A pilot study. Physical Therapy, 1977, 57(2), 160-165.

A description of two instruments to measure attitudes of physical therapists toward cancer patients: the Attitude Toward Cancer Scale, and the Story Completion Form for Cancer Care. Results of a study using these instruments suggest that subjects have strong emotional reactions, and need further information and guidance in the treatment of cancer patients.

Trainor, M.A. Acceptance of ostomy and the visitor role in a self-help group for ostomy patients. Unpublished abstract of a dissertation. Washington, DC: Georgetown University School of Nursing, 1980.

A study to determine the relationship between a number of variables, primarily serving in a "visitor's" role, and acceptance of an ostomy. Subjects were members of a self-help group for ostomates. It was hypothesized that those in the group who had served as visitors to other ostomates (i.e., who had attempted to help others adjust to an ostomy) would show a greater level of acceptance of their own disabilities. Other variables, such as sex, age, type of ostomy, education, etc., were also studied in relation to scores on the Acceptance of Disability Scale Modified. Results indicated a significant relationship between "visitor" status and acceptance of own ostomy. In addition, length of time in visitor role also related to acceptance of disability; and length of time since ostomy related to serving in a visitor role. The author suggests the importance of these findings to self-help groups.

Trembath, E.J.; Angle, C.; Stark, J.A.; & Strond, W. Familial and social acceptance of myelodysplastic-hydrocephalic children. Paper presented at the Annual Meeting of the American Academy for Cerebral Palsy and Developmental Medicine. Abstract in Developmental Medicine & Child Neurology, 1977, 19(1), 116.

"The purpose of this study was to analyze the effects of a handicapped child on family stability, in order to ascertain the importance of this variable in medical treatment." (Abstract) Divorce rate between parents with a disabled child was lower than for families with nondisabled children. Reasons for this finding are explored.

Uelmen, J. The relationship of selected variants and body-image for physically handicapped persons. Dissertation Abstracts International, 1978 (Nov.), 39(5-A), 2812.

See Mobility Impairment.

Werner, I. Life with Tourette Syndrome. Disabled U.S.A., 1980, 3(5), 16-18.

A personalized discussion of Tourette Syndrome by someone who has the disability. He introduces the symptoms and explains the misunderstandings he has encountered because of a lack of information on the disability. He discusses his methods of coping with the symptoms of his disability.

OTHER DISABILITIES (Cont.)

Wiener, C.L. The burden of rheumatoid arthritis: Tolerating the uncertainty. Social Science & Medicine, 1975, 9(2), 97-104.

Discusses the social-psychological burden of rheumatoid arthritis -- that of tolerating the uncertainty that pervades all facets of the disease condition, and life with it. The disease conditions which produce variable uncertainty are examined, and the strategies arthritics develop in order to tolerate this uncertainty are analyzed. (Journal abstract) (PA)

Winstead, D.K. Emotional considerations in familial polyposis. Comprehensive Psychiatry, 1976, 17(1), 221-226.

Presents a case report of a 26-year old male with familial polyposis, a rare hereditary disease characterized by varying numbers of adenomatous polyps originating from the mucosa of the colon and rectum. The patient's subsequent depression and the effects of the disease on the primary family constellation, the patient's self-esteem, psychosexual development, and interpersonal relationships, and problems in adjusting to necessary medical treatment are discussed. (PA)

Woods, C.L. Teachers' predictions of the social position and speaking competence of stuttering students. Language, Speech, and Hearing Services in the Schools, 1975, 6(4), 177-182.

An assessment of the accuracy of teachers' perceptions of their nondisabled students' reactions to a classmate who stutters. Subjects were 46 thrid and sixth grade teachers in all-male classes which included mild, moderate, or severe stutterers. The teachers were asked to list how the boys would rank their classmates on a social position measure and a speaking measure. After these data were collected from teachers, students were asked to socially rank each other and to indicate speaking competence for each other. Results indicated that teachers' perceptions of student ranking of stutterers were highly accurate, with 34 of 46 teachers making better than chance predictions. In addition, it was found that teachers were accurate in predicting how their students would respond to the speaking competency questions and why the students would respond as they did to ranking and competency questions.

Woods, T.L. Comments on the dynamics and treatment of disfigured children. Clinical Social Work Journal, 1975, 3(1), 16-23.

Briefly discusses the relation of body image to self-image. Factors which should be explored in making a diagnostic assessment of a disfigured child and his family are listed. Defensive coping mechanisms often encountered in disfigured children are outlined, and techniques for treatment are suggested. A case example is included. (PA)

ATTITUDES OF DISABLED PERSONS/ADJUSTMENT TO DISABILITY

Albrecht, G.L., & Higgins, P.C. Rehabilitation success: The interrelationships of multiple criteria. Journal of Health & Social Behavior, 1977, 18(1), 36-45.

An assessment of the relationships among criteria used to measure "rehabilitation success." Data showed that there was relatively high correlation across physical functioning measures, but that there was little relationship between measures of physical functioning and assessments of client/patient's attitudes. Furthermore, staff ratings of clients' attitudes and motivations were found to differ from client ratings. The authors conclude, "Despite this complexity, staff give individuals a single label of success or failure which masks the complexity of the evaluation process."

Allen, H.A., & Cohen, M.S. Client preference for a disabled counselor. Rehabilitation Counseling Bulletin, 1980, 23(3), 165-168.

A study in which disabled and nondisabled subjects were asked to indicate preference for a disabled or a nondisabled counselor when discussing problems in three areas: vocational, personal, and sexual. Results showed a significant preference by disabled persons for disabled counselors and by nondisabled persons for nondisabled counselors. There was also a significant difference in preference ratings for discussion areas; vocational concerns were rated most positively, and sexual concerns most negatively, with personal concerns falling between the two. Results also showed a greater willingness by disabled people to discuss sexual problems and a greater willingness by nondisabled people to discuss vocational problems. Possible implications of findings are discussed briefly.

Altner, P.C.; Rusin, J.J.; & DeBoer, A. Rehabilitation of blind patients with lower extremity amputations. Archives of Physical Medicine & Rehabilitation, 1980, 61(2), 82-85.

See Visual Impairment.

Altshuler, K.Z., et al. Impulsivity and profound early deafness: A cross cultural inquiry. American Annals of the Deaf, 1976, 121(3), 331-345.

See Hearing Impairment.

Askevold, F. Measuring body image. Psychotherapy and Psychosomatics, 1975, 26(2), 71-77.

A description of a simple and inexpensive method for measuring body image. The author discusses the effect of a bodily symptom (pain, disability) on body awareness.

ATTITUDES OF DISABLED PERSONS (Cont.)

Babin, D.E. Body awareness in the physically abnormal. Journal of Religion & Health, 1975, 14(3), 184-191.

Three attitudes (guilt, anger, and pride) held toward the bodies of physically disabled persons are discussed. It is maintained that physically disabled individuals pay more attention to their bodies and its limitations than do physically normal individuals. Also, more attention is given to the bodies of the physically disabled than to others, (e.g., from physicians). It is concluded that both the ability to focus on one's body and to ignore one's body (as many normal people do), are valuable. It is argued that normals need to learn from the physically disabled regarding body awareness and vice versa. (F. Hardt) (PA)

Baldwin, N.F. Locus of evaluation and adjustment to experimentally induced failure and success among disabled adolescents. Archives of Physical Medicine & Rehabilitation, 1976, 57(3), 109-113.

A study to determine the effect of "locus of evaluation" on self regard. Forty-eight adolescents with various disabilities participated as subjects.

Barger, J.D.F. A comparison of the self concepts of exceptional and nonexceptional students in various classroom settings. Dissertation Abstracts International, 1978(Nov.), 39(5-A), 2863-2864.

See Learning Disabilities.

Bauman, L.A. Perceived similarity to the disabled and nondisabled as related to distortion of reality, depression, and self-esteem among disabled individuals. Dissertation Abstracts International, 1978(Jun.), 38(12-B), 6133.

A questionnaire assessment of possible correlations between items related to acceptance of disability. The author surveyed 130 orthopedically handicapped individuals at five rehabilitation centers to test his hypotheses that: 1) When functional capacities are overestimated, perceived similarity to other disabled people is low; 2) Perceived similarity is least when functional capacities are overestimated and depression is high; 3) When distortion of functional capacities is least, depression and perceived similarity will be positively correlated; and 4) When distortion of reality is highest and depression is highest, self esteem will be lowest. Results failed to support any of the hypotheses. However, additional analysis showed that the sample as a whole did not tend to distort reality. Further research was recommended.

Berger, C.C., & Zil, J.S. Semantic principles in societal reaction theory from somatic disability experience. Corrective and Social Psychiatry Journal, 1980, 26(1).

See Cerebral Palsy.

ATTITUDES OF DISABLED PERSONS (Cont.)

Bischoff, J.E. Self-understanding: A step toward vocational readiness. *The Pointer*, 1976, *21*(2), 31-33.

A brief and general article describing a special program to help disabled youths explore uncertainties about vocational concerns. Self-esteem was considered vital.

Bishop, E.S. Self-concept, social adjustment, and family relations: A comparison of physically handicapped adolescents in day and residential special schools in Great Britain. *Dissertation Abstracts International*, 1977(May), *37*(11-B), 5824.

A comparison of physically disabled students at a day school and at a residential school in Great Britain on a number of variables. Students at both settings were administered a battery of tests to determine differences, if any, between the self-concept, social adjustment, and family relations of the two groups. Contrary to predictions, there were few differences between the groups on any of the dimensions. The author suggests that results may have been confounded by characteristics of the particular schools selected for the study.

Boone, S.E.; Roessler, R.T.; & Cooper, P.G. Hope and manifest anxiety: Motivational dynamics of acceptance of disability. *Journal of Counseling Psychology*, 1978, *25*(6), 551-556.

A report on a study to relate varying levels of hope and anxiety to acceptance of disability. Rehabilitation clients were asked to complete three measures: 1) Self-Anchoring Striving Scale (to measure hope); 2) Taylor Manifest Anxiety Scale (to measure anxiety); and 3) Acceptance of Disability Scale. Results indicated that hope and anxiety are independent constructs, both of which are related curvilinearly to acceptance of disability scores. The authors discuss these findings in terms of a counselor's role in moderating rehabilitation clients' levels of anxiety and degrees of hope in order to aid clients in accepting their disabilities.

Bostick, R.M. Quality of life survey among a severely handicapped population. *Dissertation Abstracts International*, 1977(Oct.), *38*(4-B), 1946.

A comparison, by means of a questionnaire, of the quality of life as perceived and experienced by samples of severely disabled and nondisabled persons. Responses indicated similar perceptions of "the good life." Both groups reported positive attitudes toward self, satisfaction with life, and a positive affect level. There were some demographic differences between groups noted, and disabled subjects tended to emphasize security and stability needs more than nondisabled subjects.

Braham, S.; Houser, H.B.; Cline, A.; & Posner, M. Evaluation of the social needs of nonhospitalized chronically ill persons. *Journal of Chronic Diseases*, 1975, *28*(7/8), 401-419.

See *Mobility Impairment*.

ATTITUDES OF DISABLED PERSONS (Cont.)

Brown, J.S., & Rawlinson, M. Relinquishing the sick role following open-heart surgery. *Journal of Health and Social Behavior*, 1975, *16*(1), 12-27.

See *Cardiovascular Impairment*.

Bruhn, J.G. Self-concept and the control of diabetes. *American Family Physician*, 1977, *15*(3), 93-97.

See *Other Disabilities*.

Bulman, R.J., & Wortman, C.B. Attributions of blame and coping in the "real world": Severe accident victims react to their lot. *Journal of Personality and Social Psychology*, 1977, *35*(5), 351-363.

See *Mobility Impairment*.

Canedo, A., & Ryan, P. Overcoming barriers to employment: The effects of a career development program within a rehabilitation facility on the disabled adolescent's transition to the world of work. Paper presented at the American Congress of Rehabilitation Medicine annual meeting, Oct. 1980, Washington, DC.

A report on the evaluation of a program designed to increase self-concept and vocational maturity among disabled adolescents. The career development program was the Summer Work Training Program sponsored by New York University Medical Center's Institute of Rehabilitation. It offered paid summer work experience and other support services to young physically disabled persons. Evaluation showed that students who participated in the program scored significantly higher than those who had not on a battery of measures including attitudes toward disability, ego strength, and career maturity.

Casparis, C. Personality characteristics under the influence of labeling and reference group effects: A reinterpretation. (Germ.) *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 1978, *10*(3), 265-268.

See *Mental Retardation*.

Chipouras, S.; Cornelius, D.; Daniels, S.M.; & Makas, E. *Who cares? A handbook on sex education and counseling services for disabled people*. Washington, DC: George Washington University, 1979.

A report on a one-year project which surveyed both the needs for and the availability of sex education/counseling services for disabled people. Included is a considerable amount of information on attitudes toward sexuality and toward disability, and a discussion of how these attitudes can help or hinder the effective provision of sexuality-related services to disabled persons. Appendices to the book provide referral listings of people that have information on sexuality and disability as well as resource listings of books, journals, audio-visual-tactile materials, and programs on the subject.

ATTITUDES OF DISABLED PERSONS (Cont.)

Cleland, C.C.; Sluyter, G.V.; & Rago, W.V. De-institutionalization of the mentally retarded: Considerations for preventing future shock. Journal of Applied Rehabilitation Counseling, 1977, 7(4), 249-255.

See Mental Retardation.

Comer, R.C., & Piliavin, J.A. As others see us: Attitudes of physically handicapped and normals toward own and other groups, Rehabilitation Literature, 1975, 36(7), 206-221.

A study which seeks to conclusively investigate the attitudes of nondisabled members of our society toward the disabled members, and to determine the attitudes of physically disabled persons who were once nondisabled. The findings indicate that: 1) As previous studies suggest, the attitudes of nondisabled persons toward disabled persons are consistently more favorable than attitudes toward nondisabled persons; and 2) The attitudes of disabled persons vary depending on the length of time the individual has been disabled.

Connors, T.J. A study of attitudes of persons with a disability toward disability groups. Dissertation Abstracts International, 1977(May), 37(9-B), 4751-4752.

A survey in which disabled individuals were asked to indicate on a social distance scale how they believed the "average person" perceived people with various disabilities. The author found the same hierarchy of most-favored to least-favored disability groups as that found among nondisabled respondents. However, he found that disabled individuals estimated, in all cases, that nondisabled people would respond more negatively than they actually did. One surprising finding was that, contrary to ethnic and racial studies, disabled individuals rated their own disability group as being more socially distant than it actually was in ratings by nondisabled individuals. The author discusses these findings in terms of the need to effect positive attitude change among disabled individuals as well as among nondisabled individuals.

Cook, D.W. Psychological aspects of spinal cord injury. Rehabilitation Counseling Bulletin, 1976, 19(4), 535-543.

See Mobility Impairment.

Corn, R. Aiding adjustment to physical limitation: A peer counselor training program. Catalog of Selected Documents in Psychology, 1979(Feb.), 9, 9. MS. 1811.

Unannotated article.

Coven, A.B. The Gestalt approach to rehabilitation of the whole person. Journal of Applied Rehabilitation Counseling, 1978, 9(4), 143-147.

Gestalt procedures can foster rehabilitation closure while enabling the person to complete important life tasks and can help the disabled in vocational self-knowledge and development while enhancing feelings of adequacy and self-acceptance. This approach can also guide modifications in the agency service and delivery system to make rehabilitation of the disabled more holistic. (PA)

Crisler, J.R., & Long, E.G. The effects of human relations training upon the self concept of severely disabled persons. Journal of Applied Rehabilitation Counseling, 1978, 9(2), 50-52.

A random sample of 20 physically disabled persons (mean age 23.4 years) participated in a 24-hour training program over a four-week period. The four five-person groups were given training based on R.R. Carkhuff's (1969) approach to training in the helping skills. The Tennessee Self-Concept Scale (TSCS) and a human relations communication index designed specifically for this population were administered pre- and post-training. Results show a significant positive increase in interpersonal functioning level. Age was significantly correlated with pretest TSCS Total Positive score, and the precommunication ratings were significantly correlated with the pretest TSCS Total Positive scores. Comparison of pre- and post-test TSCS scores showed a slight decrease of scores on eight of the ten scales, while scores on two of the scales increased slightly. Reasons for the lack of change in participants' overall self-concept score are postulated, and it is suggested that the TSCS may not be a valid measure of self-concept for the physically handicapped. (Journal summary) (PA)

Cumming, D.B. Maladjustment among the physically disabled: A test of the social-rejection and role-conflict hypotheses. Dissertation Abstracts International, 1978(Apr.), 38(10-B), 5090.

A series of three studies which examined the value of the social rejection and role conflict hypotheses in explaining self-attitudes of disabled people. In the first study, disabled people ranked photographs of people with disabilities from fewest to most problems. Leg and arm amputees were judged to have the fewest, paraplegics and quadriplegics to have a moderate number, and persons with rheumatoid arthritis to have the most. In the second study, disabled individuals were asked to respond to several scales of social adjustment and self acceptance. Differences were attributed to extraneous variables. In the third study, a nondisabled person discussed issues with disabled subjects. In the first discussion, the nondisabled confederate agreed with half the subjects and disagreed with half. In the second discussion, the confederate disagreed with all subjects. Subjects who were treated more positively tended to evaluate the session and the confederate more favorably. The author discusses these findings in terms of the social rejection and role conflict hypotheses.

Curtis, W.S.; Donlon, E.T.; & Tweedie, D. Adjustment of deaf-blind children. Education of the Visually Handicapped, 1975, 7(1), 21-26.

See Other Disabilities.

ATTITUDES OF DISABLED PERSONS (Cont.)

A deaf adult speaks out: Mark Harris: Working toward a goal. *Volta Review*, 1975, 77(5), 312-317.

See Hearing Impairment.

Deegan, M.J. Depression and physical rehabilitation. *Journal of Sociology & Social Welfare*, 1977, 4(6), 945-954.

Questions the expectation by society that depression must follow traumatic permanent physical disability. This depression is analyzed phenomenologically as a social construct of reality and as a psychological model more useful to the nondisabled than to the disabled. A series of contradictory and illogical arguments within the institutional "expectation of depression" model are examined, e.g., (a) a person must "accept" disability but then must have an appropriate depressive reaction; (b) in the rehabilitation setting the patient is told that he/she is not "normal" but then must prove normality through resuming a normal life; (c) a person is "inherently worthy" but must then prove this through rehabilitation achievement. Alternate systems of logic should be applied to the rehabilitation process that are not contingent upon expectations of depression and the Protestant work ethic and worthiness. Militant disabled groups across the country are successfully striving to make these changes in both environmental and social realities. (J.L. Gold) (PA)

DeJong, G., & Hughes, J. A methodology for measuring long-term independent living outcomes. Paper presented at the American Congress of Rehabilitation Medicine annual meeting, Oct. 1980, Washington, DC.

See Mobility Impairment.

Delafield, G.L. Adjustment to blindness. *New Outlook for the Blind*, 1976, 70(2), 64-68.

See Visual Impairment.

Del Nero, P.H. Parents' perception of the self-concept of their physically handicapped children. *Dissertation Abstracts International*, 1975(Mar.), 35(9-A), 5964-5965.

An attempt to relate parents' perceptions of disabled children's self concepts to a number of characteristics of the parent and the child. Specifically, the author hypothesized that: 1) Opposite sex parents will have more positive perceptions of their child's self concept; 2) Parents of children with little or no ability to deal with personal needs (e.g., eating, bowel and bladder control) will have more negative perceptions of their child's self concept; 3) Parents of children disabled at birth will have more negative perceptions of their child's self concept; and 4) Parents of children thought by the parents to be more intelligent will perceive their child's self concept more positively. Results failed to support all but the last hypothesis. There was a highly significant relationship between parents' perceptions of their child's intellectual ability and their perceptions of his/her self concept. No cause-effect relationship, however, could be inferred from the data.

Dembo, T.; Leviton, G.L.; & Wright, B.A. Adjustment to misfortune: A problem of social-psychological rehabilitation. Rehabilitation Psychology, 1975, 22(1), 100 p.

Reprints a 1948 investigation of social and emotional relationships between the visibly injured and the noninjured. Ninety-minute open-ended interviews were conducted with 177 predominantly male hospitalized servicemen, veterans, and civilians having visible injuries, and with 65 noninjured subjects. Each group was queried separately about their expectation, experiences, and feelings in dealing with the other group. Qualitative analysis of response categories showed that devaluative and self-devaluative attitudes were held by those who placed a high value on bodily integrity and who equated atypical physique with misfortune. The noninjured typically expected the injured to manifest overt suffering. Since the judgment of misfortune is essentially a value loss, social-psychological adjustment to disability appears to be a matter of revaluation, where bodily loss is accepted and surface physical integrity plays a less essential role in judgments of self and others. Role-playing techniques of potential use for effecting value changes of this type might include having the visibly injured abandon the noninjured role as the ideal standard. Searching for positive or neutral interpretations of negative injury-connected life incidents might also contribute to such change. Priority should be given to research aimed at facilitating movement from maladjustive to adjustive states. (C.B. Barad) (PA)

Deri, P.C. Causal attribution of success and failure in disabled and nondisabled 13-15 year olds. Dissertation Abstracts International, 1979 (Jun.), 39(12-B), 6192.

An attempt to demonstrate the interactions between a person's disability/nondisability status and attributions of rewards and punishments for successes and failures. Subjects were disabled and nondisabled 13-15 year olds who were asked to evaluate hypothetical situations. It was assumed that disabled people would be more likely than nondisabled people to reward effort expenditures in others. Results failed to support this hypothesis, although the author concludes that, under certain conditions, differences exist in the methods used by disabled people and nondisabled people to make attributions.

Dickson, R.L. The relationship between attitudes and reinforcers: An investigation with emotionally disturbed children. The Journal of Special Education, 1976, 10(4), 365-370.

See Mental Illness.

Dunn, M. Social discomfort in the patient with spinal cord injury. Archives of Physical Medicine & Rehabilitation, 1977, 58(6), 257-260.

See Mobility Impairment.

ATTITUDES OF DISABLED PERSONS (Cont.)

Evans, A.D. Experiential deprivation: Unresolved factor in the impoverished socialization of deaf children in residence. American Annals of the Deaf, 1975, 120(6), 545-552.

See Hearing Impairment.

Felice, K.A.; Muthard, J.E.; & Hamilton, L.S. The rehabilitation problems and needs of the spinal-cord injured: A pilot study. Journal of Applied Rehabilitation Counseling, 1976, 7(2), 76-88.

See Mobility Impairment.

Fisher, S. The renal dialysis client: A rational counseling approach. Rehabilitation Counseling Bulletin, 1976, 19(4), 556-562.

See Other Disabilities.

Fitzpatrick, T. Functional, social, and vocational assessment of surviving persons with documented complete stroke in the Boston University-Framingham stroke study. Report #9, Nov. 1971-Oct. 1976, Tufts University Research & Training Center - 7.

See Cardiovascular Impairment.

Floor, L.; Baxter, D.; Rosen, M.; & Zisfein, L. A survey of marriages among previously institutionalized retardates. Mental Retardation, 1975, 13(2), 33-37.

See Mental Retardation.

Gan, J.; Tymbhuk, A.J.; & Nishihara, A. Mildly retarded adults: Their attitudes toward retardation. Mental Retardation, 1977, 15(5), 5-9.

See Mental Retardation.

Gaudino, A., & Tamaren, M. Learning through giving. Instructor, 1975, 85(3), 122-123.

See Learning Disabilities.

Gerke, R.E. The effects of mainstreaming on the self-concept and reading achievement of exceptional children at the elementary level. Dissertation Abstracts International, 1976(May), 36(11-A), 7337-7338.

See Mental Illness.

Gerner, H.J.; Rauda, D.W.; & Witterstätter, K. The social situation of spinal cord injured persons -- An empirical study. International Journal of Rehabilitation Research, 1979, 2(4), 517-519.

See Mobility Impairment.

ATTITUDES OF DISABLED PERSONS (Cont.)

Giarrantana-Oehler, J. Personal and professional reactions to blindness from diabetic retinopathy. New Outlook for the Blind, 1976, 70(6), 237-239.

See Visual Impairment.

Gibbons, F.X., & Gibbons, B.N. Effects of the institutional label on peer assessments of institutionalized EMR persons. American Journal of Mental Deficiency, 1980, 84(6), 602-609.

See Mental Retardation.

Gillies, J. Personality and adjustment in deaf children. British Journal of Projective Psychology & Personality Study, 1975, 20(1), 33-34.

See Hearing Impairment.

Gold, E.R.; Stenn, P.G.; & Cameron, M.G.P. A goals program for rehabilitation of spinal cord injured inpatients. Paper presented at the American Psychological Association annual meeting, Sep. 1979, New York, NY.

See Mobility Impairment.

Goldberg, R.T.; Bernstein, N.R.; & Crosby, R. Vocational development of adolescents with burn injury. Rehabilitation Counseling Bulletin, 1975, 18(3), 140-146.

See Other Disabilities.

Golub, M.M., & Ehrlich, M. Extended travel and the social rehabilitation of physically disabled people. Journal of Rehabilitation, 1976, 42(4), 36-39.

A discussion of trips to various parts of the world which can aid the disabled person in attaining self-sufficiency and social interaction skills. Traveling in a group, under the auspices of the Federation of the Handicapped, disabled people are encouraged to overcome feelings of dependency and low self-image and also to develop confidence and security. Attitudes of nondisabled people in other parts of the world are confronted.

Goolsby, E.L. Facilitation of family-professional interaction. Rehabilitation Literature, 1976, 37(11-12), 332-334.

A discussion of communications among a disabled person, his/her family, and service professionals. The author, who is a social worker herself, stresses the importance of effective communication to the success of the interaction. She discusses the rights and responsibilities of each person to the interaction. She lists the most critical needs of the disabled individual and her/his family: 1) education, 2) emotional support, 3) identification of realistic alternatives, and 4) information on resources and needed services. She concludes with some suggestions for improved communication.

ATTITUDES OF DISABLED PERSONS (Cont.)

Gottlieb, J.; Gampel, D.H.; & Budoff, M. Classroom behavior of retarded children before and after integration into regular classes. The Journal of Special Education, 1975, 9(3), 307-315.

See Mental Retardation.

Grasso, R. The relationship between the self concept and body concept in a disabled population, consisting of adult male and female, White and Black subjects from higher and lower socioeconomic levels. Dissertation Abstracts International, 1975(Feb.), 35(8-B), 4143-4144.

A correlational study to identify relationships between self concept and body concept among disabled people, and between self concept scores and a number of demographic characteristics of disabled people. Dependent variables were the Attitudes Toward Disabled Persons Scale (ATDP) and the Self Cathexis Scale (SC) to measure self concept, and the Body Cathexis Scale (BC) to measure body concept. As hypothesized, there was a significant positive relationship found among the three scales. Results also supported the hypotheses that White subjects would score higher on self concept scores than Black subjects, and people from higher socioeconomic statuses would score higher than those from lower statuses. Results failed to support the hypothesis that men would exhibit higher self concept scores than women.

Grey, P.G. Identification, self-concept, and attitude toward disabled persons in selected groups of normal hearing and hearing-impaired adults. Dissertation Abstracts International, 1977(Aug.), 38(2-B), 877.

See Hearing Impairment.

Grove, M.S. Social work intervention to reduce the stigma attached to mental illness by the families of psychiatric patients in western Jamaica. Dissertation Abstracts International, 1979(Apr.), 39(10-A), 6337.

See Mental Illness.

Gussow, Z., & Tracy, G.S. The role of self-help clubs in adaptation to chronic illness and disability. Social Science & Medicine, 1976, 10(7-8), 407-414.

A discussion of self help groups formed by disabled or chronically ill persons. The article deals with all phases of the development of these groups, from establishment to the provision of programs. The authors identify two major categories of group: 1) groups which provide direct services (e.g., education, skills, support), and 2) those which concentrate on promotion of research, public and professional education, and lobbying. They emphasize that the two types are not mutually exclusive. There is an extensive discussion of the interaction between these groups and the health professions. The authors suggest some ways in which the groups fill in the gaps that medical professionals are unable or unwilling to fulfill. A considerable number of self help groups are named and at least superficially described.

ATTITUDES OF DISABLED PERSONS (Cont.)

Guthrie, V.L., & Swenson, D.M. Recreation: Key modality in rehabilitation. Journal of Leisurability, 1975, 2(1), 8-13.

A description of the role of recreation in the Social Improvement Program of Eastern State Hospital. The program is designed to promote relaxation, improve communication, provide activities to release feelings and emotions, encourage acceptance of responsibility, develop initiative, and encourage a spirit of fun.

Harper, D.C., & Richman, L.C. Personality profiles of physically impaired adolescents. Journal of Clinical Psychology, 1978, 34(3), 636-642.

See Mobility Impairment.

Harris, R.M., & Harris, A.C. A new perspective on the psychological effects of environmental barriers. Rehabilitation Literature, 1977, 38(3), 75-78.

Discussion of two assumptions usually made regarding architectural barriers: 1) Architectural barriers are thought to make persons with disabilities feel negatively about themselves and their abilities; and 2) The environmental barriers problem only involves disabled people. The authors refute both assumptions and seek to broaden the issue to include all members of society. Also, they stress the need to find out how disabled people actually view the problems of accessibility, rather than to make stereotypic assumptions.

Hartnung, J.R. Psychosocial and behavioral consequences of change in lower extremity orthosis. Dissertation Abstracts International, 1975(Jan.), 35 (7-B), 3581.

See Mobility Impairment.

Hayes, G.A. Therapeutic play facilities for handicapped children. Journal of Leisurability, 1975, 2(2), 10-17.

Discusses the function of play for children in general and the characteristics that well-designed therapeutic play facilities should have. Besides offering children scope for developing a number of specific abilities, a good playground can be helpful in diagnosis and in integrating handicapped with nonhandicapped children. (PA)

Heese, G. The handicapped in literature. (Germ.) Heilpädagogik, 1975, 44(3), 204-209.

The author discusses three aspects of this topic: (a) the handicapped as depicted in literature, (b) the literature produced by handicapped persons, and (c) literature written for the handicapped. (a) From the Bible to the Koran to Thomas Mann, the handicapped is portrayed in literature as different, and his or her distance from and rejection by the environment is stressed. (b) Handicapped persons produce literary works to deal with their individual and social problems. These works often consist mainly of serious accusations made by the handicapped against his society; they reach

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literary value, however, only if they transcend this resentment and become more objective. (c) In the literature for the handicapped, new trends can be discerned. The handicapped individual is accepted as a person without being demeaned by pity. The handicapped reader can therefore identify with aspects of the hero or heroine of the story, which may provide emotional support and guidance. (E.L. Moerk) (PA)

Hermann, B.P. Psychological effects of epilepsy: A review. *Catalog of Selected Documents in Psychology*, 1977(Feb.), *7*, 16.

Unannotated article.

Herskowitz, J., & Marks, A.N. The spina bifida patient as a person. *Developmental Medicine & Child Neurology*, 1977, *19*(3), 413-417.

See *Mobility Impairment*.

Higgins, P.C. The deaf community: Identity and interaction in a hearing world. *Dissertation Abstracts International*, 1978(Mar.), *38*(9-A), 5723.

See *Hearing Impairment*.

Hill, C.E. Differential perceptions of the rehabilitation process: A comparison of client and personnel incongruity in two categories of chronic illness. *Social Science & Medicine*, 1978, *12*(1-B), 57-63.

An interesting study, based on participant observation and intensive interviewing, which deals with the differing perspectives of the rehabilitation process held by patients and staff. Subjects were the patients and staff in two hospital units, the physical rehabilitation unit and the nephrology unit (for persons who had had kidney failure and required frequent dialysis). In addition to pointing out the many dramatic differences between patients' and staff views, the author presents the different perspectives among staff members. She concludes with a discussion in which the problems caused by such differing views are presented.

Hohmann, G.W. The insider-outsider position and the maintenance of hope. *Rehabilitation Psychology*, 1975, *22*(2), 136-141.

Cautions rehabilitation personnel to refrain from prematurely confronting disabled persons with the true extent of their injuries and impairments. Bluntness with the aim of generating insight and adjustment too frequently results in patient depression, apathy, and lack of response to treatment. Confronting patients with realistic but negative information before they have come to terms with their loss is a disservice, since "hope" may be extinguished and motivation for adjustment reduced. As "outsiders," rehabilitation personnel would do better to inform the patient of the inverse relationship between degree of ultimate recovery and time from onset to first significant return of function. This approach allows the patient to gradually confront the permanence of his or her loss. Practical implications of this approach for sexual counseling of the disabled are discussed. (C.B. Barad) (PA)

ATTITUDES OF DISABLED PERSONS (Cont.)

Hoyt, J.H. Beyond the handicap. American Education, 1977, 13(3), 25-26.

An article describing the preparations and concerns of disabled people in New York attending the Washington, D.C., May Conference. Special stress was on the need for changing community attitudes; ostracism, fear, and paternalism are cited as handicapping attitudes.

Ingham, D.F. The physically disabled Vietnam era veteran: Anomie and social adjustment. Dissertation Abstracts International, 1976(Nov.), 37(5-A), 2742-2743.

A report on research to compare and contrast veterans who were disabled in Vietnam, elsewhere in the service, and outside of the service. Survey instruments were Elmore's Scale of Anomie and the California Personality Inventory. Subjects were 90 Vietnam era veterans. Results supported the researchers four hypotheses: 1) The three groups will not differ on measures of socialization. 2) The three groups will not differ on measures of general anomie (meaninglessness), valuelessness, hopelessness, and aloneness. 3) There will be no significant differences among groups in terms of biographical data, including events antecedent to disability. 4) There will be no differences in level of severity, measures of socialization, or sub-factors of anomie among the three groups. The author stresses the need to address individual issues rather than group issues.

Jackson, R.D. The effects of an integrated pre-school setting on handicapped and nonhandicapped children: An explorative and comparative study of selected behavioral characteristics, parent and teacher attitudes. Dissertation Abstracts International, 1977(Mar.), 37(9-A), 5743-5744.

A study in which the behaviors and self-concepts of disabled and nondisabled children were compared in an integrated pre-school. In addition, the attitudes of their parents and teachers toward their behaviors were assessed. It was hypothesized that there would be no significant difference between disabled and nondisabled children on behavioral scores or on self-concept scores. It was also hypothesized that there would be a significant difference between parents' and teachers' ratings of behaviors by the two groups of children. Findings indicated several important differences between disabled and nondisabled children: 1) The nondisabled children "clearly outperformed" the disabled children; 2) The mean level of behavior increased significantly over the year of the study; 3) Differences between the two children's groups in task-oriented behavior and social behavior decreased significantly over the year of the study; 4) The amount of improvement in task orientation by disabled children was limited; and 5) Disabled children had much poorer self-concepts than the nondisabled children. The author concludes that different outcomes might occur over a longer period of time.

Jastrzembska, Z.S., Ed. The effects of blindness and other impairments on early development. New York, NY: American Foundation for the Blind, 1976.

See Visual Impairment.

ATTITUDES OF DISABLED PERSONS (Cont.)

Jenkins, C.D. Recent evidence supporting psychologic and social risk factors for coronary disease. New England Journal of Medicine, 1976, 294(18), 987-994.

See Cardiovascular Impairment.

Jenkins, C.D. Recent evidence supporting psychologic and social risk factors for coronary disease: Part II. New England Journal of Medicine, 1976, 294(19), 1033-1038.

See Cardiovascular Impairment.

Jernigan, K. Disability and visibility: Uncle Tom, Blind Tom, and Tiny Tim. Washington, DC: The National Federation of the Blind, Undated.

See Visual Impairment.

Jernigan, K. To man the barricades. Washington, DC: The National Federation of the Blind, Undated.

See Visual Impairment.

Johns, C.T.C. The effect of housing on attitudes towards the elderly and physically disabled. Dissertation Abstracts International, 1977(Aug.), 38(2-B), 961-962.

A study designed to assess the effects of integrated housing on attitudes of old people toward young physically disabled people, and those of young physically disabled people toward old people. The attitudes of these two groups toward each other in an integrated setting were compared with the attitudes of each group in a segregated setting. As hypothesized, old people in the integrated setting exhibited more positive attitudes than those in the segregated setting toward disabled people. There was, however, no significant difference in attitudes toward old people between integrated and segregated groups of young disabled people. In addition, analysis showed that those who shared housing held more positive attitudes toward the coping behaviors of the "out-group" (disabled people or old people) than those who did not.

Johnson, D.L. The open mainstreaming model. Journal of Teaching & Learning, 1976, 2(1), 26-33.

A concept of "open mainstreaming" is proposed that is intended to facilitate successful mainstreaming by allowing for individual differences in children's response to the school environment. S.D. Harlow's categories of "encounterers," "adjusters," and "survivors" are used to characterize typical individual responses by exceptional children. (C.K. Knapper) (PA)

Kahn, M.W.; Obstfeld, L.; & Heiman, E. Staff conceptions of patients' attitudes toward mental disorder and hospitalization as compared to patients' and staff's actual attitudes. Journal of Clinical Psychology, 1979, 35(2), 415-420.

See Mental Illness.

ATTITUDES OF DISABLED PERSONS (Cont.)

Katz, S.; Shurka, E.; & Florian, V. The relationship between physical disability, social perception and psychological stress. Scandinavian Journal of Rehabilitation Medicine, 1978, 10(3), 109-113.

Conducted two studies to test the hypothesis that the prevailing attitudes toward the disabled would affect their self-concept and the impact of the disability as a stress stimulus. The first study evaluated the impact of disability context on the evaluations of disabled individuals by nondisabled subjects (206 Israeli 11th graders). It was found that disabled veterans were evaluated significantly higher than individuals disabled in traffic, work accidents, or as a result of polio. In the second study, the self-concept of 32 disabled veterans was compared to that of 24 subjects disabled in work accidents. The Tennessee Self-Concept Scale was used. The veterans had significantly higher self-concepts than those of the subjects disabled in work accidents. The results appear to demonstrate the relationship between the variables presented in the hypothesis. (Journal abstract) (PA)

Kelly, L.M. The effects of the mental illness label on patient and staff attributions. Dissertation Abstracts International, 1977(Sep.), 38(3-B), 1406-1407.

See Mental Illness.

Kleinfield, S. Declaring independence in Berkeley. Psychology Today, 1979, 13(3), 67-78.

An interesting article on the Center for Independent Living in Berkeley, California. It describes the history of the center since its origins in the early 70's. It also includes information on the many services available through the Center, some of the people involved in the administration of these services, and some of the issues being addressed by consumer groups. The article closes with a vivid example of the government's attitude toward disabled people, an attitude which seems designed to keep disabled persons dependent.

Kleinfield, S. Our smallest minority -- Dwarfs. Reader's Digest, 1976(Jan.), 151-156.

See Other Disabilities.

Koetitiz, L.E. Cognitive and psycho-social development in deaf children: A review of the literature. Education & Training of the Mentally Retarded, 1976, 11(1), 66-72.

See Hearing Impairment.

Krieger, G.W. Loss and grief in rehabilitation counseling of the severely traumatically disabled. Journal of Applied Rehabilitation Counseling, 1977, 7(4), 223-227.

An article which outlines the four "loss" phases which may accompany traumatic or progressive disability: shock, defensive retreat, acknowledgement, and adaptation. The importance of the counselor's role at each of these phases is stressed. The author emphasizes the need for the counselor to assess his/her own attitudes and values toward loss situations in order to effectively empathize with the client and help him/her toward adjustment.

Kushman, K.M. A comparison of the effects of integrated and non-integrated preschool experience on degrees of social participation among able-bodied and multiply physically handicapped children. Dissertation Abstracts International, 1976(Mar.), 36(9-A), 5996.

A study which sought to assess the effects of integration on disabled and nondisabled preschoolers. Subjects were four small groups of children: nondisabled, nonintegrated children; nondisabled, integrated children; disabled, nonintegrated children; and disabled, integrated children. Social participation was measured for each subject (using Parten's scale of Degrees of Social Participation) ten times at the beginning of the semester and ten times at the end. Results were as follows: 1) Integration did not significantly effect social participation of the nondisabled children; 2) Integration did, however, significantly increase the social participation of disabled children; and 3) Disabled children did not attain the degree of social participation experienced by nondisabled children, even with integration.

Kutner, N.G., & Kutner, M.H. Race and sex as variables affecting reactions to disability. Archives of Physical Medicine & Rehabilitation, 1979, 60(2), 62-66.

A report on the results of structured interviews with a mixed group of recently disabled individuals. Subjects were 28 Black men, 14 White men, 19 Black women, and 19 White women. Some important differences were found between groups. In response to questions about what they missed most, nearly all subjects indicated their work. This was particularly important to men. In addition, men were more likely than women to indicate that they missed having money and having independence, while women were more likely to mention losses associated with personal relationships. There were also important differences found in responses to questions on the causes of the disability. "God's will" and "just fate" were the most common responses given. White men, White women, and Black women did not differ significantly. However, Black men were more likely than all others to blame themselves, and they were the only ones to blame anyone else. These findings are discussed in terms of the rehabilitation needs of persons, based on demographic differences.

Kuveke, S.H. School behaviors of educable mentally retarded children. Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1476.

See Mental Retardation.

ATTITUDES OF DISABLED PERSONS (Cont.)

Lasky, R.G.; Dell Orto, A.E.; & Marinelli, R.P. Structured experiential therapy (SET-R): A group approach for overcoming prejudice between disabled and nondisabled persons. Unpublished paper. Boston University, Dept. of Rehabilitation Counseling, 1976.

A description of a therapeutic approach in which a group of physically disabled and nondisabled individuals meet together "to share growth experiences and develop skills necessary to function more effectively in everyday living." Helpful bibliography included.

Lenhart, L.C. The stigma of disability. Dissertation Abstracts International, 1977(Apr.), 37(10-B), 5439.

A study of subjects' attitudes toward disability and their perceptions of the attitudes of others toward disability. Subjects were disabled people, nondisabled people (nonrehabilitation personnel), and rehabilitation professionals. All were asked to complete the Attitudes Toward Disabled Persons Scale three times, one time from the perspective of each group. Stigma was found to exist, but most subjects denied contributing to it. Disabled people tended to expect more negative reactions from others, even when their expectations were unwarranted. It was also found that the general public deemed rehabilitation professionals to be most accepting of disability. The author discusses the presence of negative factors within the rehabilitation process.

Levitin, T.E. Deviants as active participants in the labeling process: The visibly handicapped. Social Problems, 1975, 22(4), 549-557.

"Studies of deviance from a labelling perspective have emphasized the reaction of those labelled deviant and tended to neglect their active participation in determining the imposition and the substance of a deviant label and role. Interviews with adults who had recently been physically handicapped by injury or illness illustrate how choice about the content of a deviant identity is systematically related to the duration of the deviance and the social context of the labelling process." (Abstract)

Libby, E.W. Perceptions of stressful life events: A comparison between physically disabled and nondisabled adults. Dissertation Abstracts International, 1978(Jan.), 38(7-B), 3368-3369.

An attempt to examine disabled persons' perceptions of stressful life events. Results support the hypothesis that disabled and nondisabled people do not differ in perceptions of stressful life events. However, there were significant findings that certain demographic and other independent variables are related to clusters of life events. Some of the relationships found were between role deficits and marital status, voluntarily not working and age of disability onset, and counselor perception of disability acceptance and client concern with job-related behaviors. One interesting finding is that clients' perceptions of their acceptance of disability were related, although not strongly, to counselors' perceptions of client acceptance of disability. The author suggests further research to clarify this and other findings.

Long, E.G. The effects of human relations training upon severely disabled client/students in a residential treatment center. Dissertation Abstracts International, 1976(Nov.), 37(5-A), 2639.

A study to assess the effects of group training in helping skills on severely disabled people. Subjects were randomly assigned to an experimental or a control condition. Those in the experimental condition received didactic and experiential human relations training. There were several significant differences found between groups after training: 1) Experimental subjects exhibited higher levels of interpersonal communications skills; 2) Experimental subjects expressed more positive attitudes than control subjects toward their own disabilities and those of others; and 3) The training did not have an effect on cooperation, work attitude, or absences, but did have a significant effect on dependability.

McCaffery, L.J. Use of sociometric techniques with mentally retarded and learning disabled children. Group Psychotherapy, Psychodrama & Sociometry, 1976, 29, 111-112.

See Learning Disabilities.

McCauley, R.W.; Bruininks, R.H.; & Kennedy, P. Behavioral interactions of hearing impaired children in regular classrooms. The Journal of Special Education, 1976, 10(3), 277-284.

See Hearing Impairment.

McEwen, J. Center for Independent Living: An overview. Rehabilitation Counseling Bulletin, 1976, 19(4).

"This article discusses a comprehensive community service delivery system for the severely disabled in which services are geared toward independent living and consciousness raising. Self-help and peer counseling are seen as major methods of service assistance." (Abstract) One part of the project is the teaching of specific skills to clients. These include: 1) bathing, dressing; 2) housekeeping; 3) job seeking; 4) housing adaptations; and 5) health care. Another part of the project is a five-day course for rehabilitation counselors, with each counselor spending five days in a wheelchair or blindfolded. In addition, the project serves to sensitize the community to the needs of disabled persons.

Mackey, J. The rehabilitation checklist. Transactional Analysis Journal, 1975, 5(4), 376.

A brief article which suggests the possible use of transactional analysis in vocational rehabilitation. The transactional rehabilitation checklist includes questions which assess the client's awareness, opinions, and feelings about his/her disability from the perspectives of Parent, Adult, and Child.

ATTITUDES OF DISABLED PERSONS (Cont.)

Maillard, E.C.; Barkin, M.; & Brathwaite, E. A very special arts festival. Instructor, 1977, 86(7), 134-138.

An article dealing with the involvement of disabled children in the arts. The process of creating art work, drama, etc., helps increase learning, self-esteem, and feelings of accomplishment. Addresses are given for further information on conducting an art festival of this nature.

Makas, E. Increasing counselor-client communication. Rehabilitation Literature, 1980, 41(9-10), 235-238, 271.

A review of the literature on rehabilitation counselor-client communication. The author begins by pointing out the need for an effective dialogue between counselor and client and by demonstrating that this understanding is often lacking. She then point out contrasting assumptions which can cause equally stubborn obstacles to effective counseling: 1) assumed counselor-client differences, in which the counselor may stereotype people with certain disabilities or any disability, and thus assume that there is little similarity between (nondisabled) counselor and client; or 2) assumed counselor-client similarities, in which the counselor may not recognize differences (such as in cultural values) which actually may exist. The author concludes by stressing again the importance of effective communication and by recommending a study to assess factors which interfere with this interaction.

Makas, E. Rehabilitation counselor-client study: Final report. Washington, DC: George Washington University, 1980.

The final report on an extensive survey to assess the attitudes of vocational rehabilitation clients toward various demographic counselor characteristics. The study was formulated as a result of information in the literature which suggests that characteristics of the counselor, such as sex, age, race, and presence of disability have an effect on the interactions between counselors and clients. Contrary to the literature, the author found that the 233 survey participants did not find the counselor's demographic characteristics to be important to them. Instead, the client respondents indicated that counselor's training and experience were of most importance to them. Of the demographic characteristics, only age appeared to be of any (slight) importance. Responses are analyzed in depth to determine the possible effects of client demographic characteristics.

Malley, J.C. Perceived social rejection as a function of self-evaluation and disability accommodation. Dissertation Abstracts International, 1975(Aug.), 36(2-A), 820.

A study to examine the effects of perceived social rejection (PSR) of disabled people on their self-esteem. Contrary to social rejection theory, this study failed to find a relationship between PSR and self-esteem. There were, however, several factors which did relate to PSR: disability type, disability accommodation, etiology of disability, and membership in a self-help group of disabled persons. It was also found that there was little correlation between PSR and actual attitudes expressed toward the individual.

Manley, S., & Armstrong, M. A transitional living experience for the severely disabled. Rehabilitation Counseling Bulletin, 1976, 19(4), 551-555.

See Mobility Impairment.

Marshall, J.R.; Rice, D.G.; O'Mera, M.; & Shelp, W.D. Characteristics of couples with poor outcome in dialysis home training. Journal of Chronic Diseases, 1975, 28(7/8), 375-381.

See Other Disabilities.

Melgoza, B.; Roll, S.; & Baker, R.C. Transferential aspects in therapy: The therapist with a physical impairment. Clinical Psychologist, 1980, 33(2), 11-12.

Discusses common patient reactions to a therapist with a physical impairment and the pitfalls to which such a therapist must be alert. Slips of the tongue, feelings of being cheated by an imperfect therapist, and conflicts over power are some universal responses, and the degree of the distortion that a patient brings to his/her perception of the therapist may be a response peculiar to an individual patient. Therapists with an impairment must be alert to their own feelings toward the impariment so as not to over-, under-, or misinterpret the patient's reaction to the handicap. (PA)

Menggeler, S.W., & Cooper, P.F. Mother-child interaction: Conducive to the psychosocial difficulties of deaf children? Paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

See Hearing Impairment.

Mistler, S.; Cornelius, D.; Daniels, S.M.; & Strully, J. Counterpoint. Washington, DC: George Washington University, 1978.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet addresses attitudes of disabled persons toward nondisabled people. There is a brief introduction which deals with attitudes and attitudinal barriers in general, followed by a section on myths and facts related to nondisability, and a section of scenes demonstrating the effects of attitudes on situations encountered in interactions between disabled and nondisabled people. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions involving both disabled and nondisabled people. A listing of resources for more information is included.

ATTITUDES OF DISABLED PERSONS (Cont.)

Morgan, B., & Leung, P. Effects of assertion training on acceptance of disability by physically disabled university students. *Journal of Counseling Psychology*, 1980, *27*(2), 209-212.

A pilot study (with 14 subjects) which focused on the effects of assertion training, using a pre-test/post-test design. Hypotheses confirmed were: Individuals given the training showed increases in acceptance of disability scores, self-concept/self-esteem scores, and social interaction skills scores when compared with no treatment controls.

Morrison, J.K., & Hanson, G.D. Clinical psychologists in the vanguard: Current attitudes toward mental illness. *Professional Psychology*, 1978, *9*(2), 240-248.

See *Mental Illness*.

Musgrove, F. A home for the disabled: Marginality and reality. *British Journal of Sociology*, 1976, *27*(4), 444-460.

An article based on Berger and Luckmann's sociological theory of the social construction of reality. The author was a participant observer in a residential facility of physically disabled adults. He found that the three categories which shape the lives of most adults -- sex, age, and occupation -- did so here as well. Only temporal categories -- distorted senses of time -- were greatly modified by institutionalization. Drawing on the phenomenology of Alfred Schutz, the author expresses surprise that the residents were not a "marginal community," but instead very much like mainstream society.

Naiman, D.W. Picture perfect: Photography aids deaf children in developing communication skills. *Teaching Exceptional Children*, 1977, *9*(2), 36-38.

See *Hearing Impairment*.

A national survey of ways to improve relations with the community. *Hospital & Community Psychiatry*, 1978, *29*(9), 607.

See *Mental Illness*.

Needham, W.E., & de l'Aune, W.R. Patient satisfaction with residential adjustment to blindness training. *New Outlook for the Blind*, 1976, *70*(5), 182-187.

See *Visual Impairment*.

Nielsen, H.H. A follow-up study of cerebral palsied patients: Some psychological, educational and vocational aspects. *Scandinavian Journal of Psychology*, 1975, *16*(3), 217-224.

See *Cerebral Palsy*.

ATTITUDES OF DISABLED PERSONS (Cont.)

Nordan, R. The psychological reactions of children with neurological problems. Child Psychiatry & Human Development, 1976, 6(4), 214-223.

Several case studies which illustrate the common fears and concerns that may occur in children with neurological problems. Giving both the child and the parents adequate information regarding the condition is recommended to prevent fears of death and loss of self-esteem stemming from fantasies about the disorder.

O'Malley, J.E.; Foster, D.; Koocher, G.; & Slavin, L. Visible physical impairment and psychological adjustment among pediatric cancer survivors. American Journal of Psychiatry, 1980, 137(1), 94-96.

See Other Disabilities.

Orsburn, Y.M. Report from the study group on consumer involvement: Rehabilitation issues. San Antonio, TX: Second Institute on Rehabilitation Issues, 1975.

A report on research conducted on consumer involvement in rehabilitation issues. This study presents an overview of consumer involvement (legal issues and implications), and discussions of barriers to such involvement as perceived by both consumer and agency, the implications of individual involvement and group involvement, and training as it relates to consumer involvement. Included among the barriers to such involvement are many attitudinal components which must be addressed in training to assure successful cooperation.

Pablant, P. Friendship: A descriptive comparative investigation of female, male, and physically disabled young adults. Dissertation Abstracts International, 1977(Jul.), 38(1-B), 372.

An attempt to establish an informational base on friendship and differences, if any, in its conceptualization between men and women, and between disabled and nondisabled men. Data was collected by means of the Friendship Survey Inventory and semi-structured in-depth interviews. All 445 friendship bonds identified were quantitatively analyzed, and approximately one-half were qualitatively examined through interview. Significant differences were found between male and female disclosure patterns, characteristics and attributes of the three friendship classifications ("intimate," "close," and "friend"), and ideal friendship conceptualizations and descriptions of ongoing friendships. Physically disabled subjects identified three times as many friends as nondisabled subjects. The author suggests these friends may serve as "social facilitators" for disabled people.

Page, R.C. The social learning processes of severely disabled group counseling participants. Psychosocial Rehabilitation Journal, 1978, 2(2), 28-35.

Group counseling has been an often neglected method of counseling with severely disabled clients. An unstructured counseling group is described that was facilitated at the Georgia Rehabilitation Center (GRC) at Warm

Springs with severely disabled clients (68 Black and White males and females, mean age 22 years, studied over a two-year period). The issues discussed by the group members are discussed (e.g., personal relationships, problems in coping with their disabilities, resentments toward GRC authority figures). The manner in which the social skills and social functioning of the participants were enhanced is described. (Journal abstract) (PA)

Parish, T.S., & Copeland, T.F. Teachers' and students' attitudes in mainstreamed classrooms. Psychological Reports, 1978, 43(1), 54.

A survey to determine the attitudes of mainstreamed children toward themselves, and the perceptions of the children's teachers about their attitudes toward themselves. Children surveyed were middle school aged and were physically disabled, learning disabled, emotionally disturbed, or nondisabled. They were asked to evaluate themselves by responding to the Personal Attribute Inventory for Children. Their teachers were asked to indicate how they felt the children in each group would evaluate themselves. Findings were that both disabled and nondisabled children rated themselves favorably. However, teachers' perceptions of ratings were that the disabled children would rate themselves more negatively than the nondisabled children.

Pearson, P.R., & Sheffield, B.F. Purpose in life and social attitudes in psychiatric patients. Journal of Clinical Psychology, 1975, 31(2), 330-332.

See Mental Illness.

Pepper, G.A. The person with a spinal cord injury: Psychological care. American Journal of Nursing, 1977, 77(8), 1330-1336.

See Mobility Impairment.

Petrunik, M.G. The quest for fluency: A study of the identity problems and management strategies of adult stutterers and some suggestions for an approach to the management of deviance. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 4509-4510.

See Other Disabilities.

Podeanu-Czehofsky, I. Is it only the child's guilt? Some aspects of family life of cerebral palsied children. Rehabilitation Literature, 1975, 36(10), 308-311.

See Cerebral Palsy.

Powell, B.R.; Diller, L.; & Grynbaum, B. Rehabilitation performance and adjustment in stroke patients: A study of social class factors. Genetic Psychology Monographs, 1976, 93(2), 287-352.

See Cardiovascular Impairment.

Rainer, J.D. Some observations on affect induction and ego development in the deaf. International Review of Psycho-Analysis, 1976, 3(1), 121-128.

See Hearing Impairment.

Rehabilitation Research Institute. Assessing social integration of mentally ill persons in community care. Rehab Brief, 1980, 3(5), 1-4.

See Mental Illness.

Rehabilitation Research Institute. Community adjustment of deinstitutionalized mentally retarded persons. Rehab Brief, 1980, 3(6), 1-2, 4.

See Mental Retardation.

Rehabilitation Research Institute. Psychosocial rehabilitation of cancer patients. Rehab Brief, 1980, 3(10), 1-4.

See Other Disabilities.

Rheinberg, F., & Krug, S. Reference group change: Acceptance of a stigma or new comparison standard for self evaluation? Reply to Casparis. (Germ.) Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 1978, 10(3), 269-273.

Comments on C. Casparis's reinterpretation of some effects of special schooling. Both the concept and that of reference group can be used to explain decreases in self-concept at the beginning of special schooling. Casparis's assumption that labeling effects increase at the end of special schooling is not supported by the data. (English summary) (PA)

Richman, L.C., & Harper, D.C. Personality profiles of physically impaired young adults. Journal of Clinical Psychology, 1980, 36(3), 668-671.

See Mobility Impairment.

Roessler, R.; Milligan, T.; & Ohlson, A. Personal adjustment training for the spinal cord injured. Rehabilitation Counseling Bulletin, 1976, 19(4), 544-550.

See Mobility Impairment.

Rosenbaum, M.; Elizur, A.; Wijsenbeek, H. Attitudes toward mental illness and role conceptions of psychiatric patients and staff. Journal of Clinical Psychology, 1976, 32(1), 167-173.

See Mental Illness.

Rosenbaum, M., & Raz, D. Denial, locus of control and depression among physically disabled and nondisabled men. Journal of Clinical Psychology, 1977, 33(3), 672-676.

A study in which the Denial and Depression Scales of the MMPI and Rotter's Locus of Control Scale were administered to disabled and nondisabled men.

ATTITUDES OF DISABLED PERSONS (Cont.)

A correlation was reported between Denial and Locus of Control (the more externally controlled, the less denial). Scores on the Depression Scale were higher for the disabled subjects than for the nondisabled ones.

Rosher, J.H., & Howell, F.M. Physically disabled students and achievement orientation: Self-concept, curriculum track, and career aspirations. Journal of Vocational Behavior, 1978, 13(1), 35-44.

A report on a study to determine the effects of physical disability and other demographic characteristics on self-concept, curriculum choices, and career aspirations of high school students. Subjects were 612 tenth grade students in the South. Of these, 37 described themselves as having a physical disability (although the specific type of disability was not described). There were no significant differences between disabled and nondisabled students on responses to questions related to curriculum track, educational aspirations, occupational aspirations, or the dimensions of physical self concept and social self concept. A difference was found, however, on academic self concept, which the authors suggest may be an overcompensation on the part of disabled students. The authors relate these findings to other nonsignificant differences, particularly aspirations.

Rosin, A.J.; Assael, M.; & Wallach, L. The influence of emotional reaction on the course of fatal illness. Geriatrics, 1976, 31(7), 87-90.

An exploration of the effect of a patient's psychological make-up and subjective assessment of his/her disability on treatment response, reaction to pain, and attitude toward dying.

Rubin, J.A. Through art to affect: Blind children express their feelings. New Outlook for the Blind, 1975, 69(9), 385-391.

See Visual Impairment.

Rustad, L.C. An investigation of the relationship between imaginational processes and motor inhibition: The fantasy life of paraplegics and quadriplegics. Dissertation Abstracts International, 1975(Oct.), 36(4-B), 1930-1931.

See Mobility Impairment.

Safferstone, M.J. Academic achievement and self-concept of orthopedically disabled students in integrated and segregated educational settings. Dissertation Abstracts International, 1977(Nov.), 38(5-A), 2469-2470.

See Mobility Impairment.

Sanders, K.; Mills, J.; Martin, F.I.; & Horne, D.J. Emotional attitudes in adult insulin-dependent diabetics. Journal of Psychosomatic Research, 1975, 19(4), 241-246.

See Other Disabilities.

ATTITUDES OF DISABLED PERSONS (Cont.)

Sangorrin, J. The "Corporal Scheme" and motor deficiency. (Span.) Anuario de Psicologia, 1977, No. 16, 95-111.

See Mobility Impairment.

Scholl, G.T., & Schnur, R. Measures of psychological, vocational, and educational functioning in the blind and visually handicapped. New York, NY: American Foundation for the Blind, 1976.

See Visual Impairment.

Schuman, J.E., & Willard, H.N. Role of the acute hospital team in planning discharge of the chronically ill. Geriatrics, 1976, 31(2), 63-67.

An exploration of specific factors affecting a patient's adaptation to illness: associated disease, living patterns, adaptation to the sick role, emotional reactions, and environmental situations. The use of paramedical personnel to identify the factors involved is emphasized. This approach is seen as contributing to "whole-patient medicine."

Schwab, L.O. Rehabilitation of physically disabled women in a family-oriented program. Rehabilitation Literature, 1975, 36(2), 34-43, 47.

A study which sought: 1) to measure and compare the changes in attitudes toward a physically disabled wife and mother by her family during a home rehabilitation experience; 2) to measure and compare changes in the woman's self-perception; 3) to measure and compare the changes in interpersonal relationships; and 4) to document the changes in vocational homemaking activities.

Segal, S.P., & Aviram, U. Reintegrating the mentally ill in the community. International Journal of Rehabilitation Research, 1979, 2(4), 499-506.

See Mental Illness.

Seguin, J.A. The social perceptions of the physically handicapped child: A comparison with the nonhandicapped. Dissertation Abstracts International, 1976(Feb.), 36(8-B), 4235.

A study, based on developmental theory and social communication research hypotheses, of the perceptions of disabled and nondisabled children toward themselves, others, and selves through the descriptions of others. Data were gathered through structured interviews. It was hypothesized that physically disabled children would respond with fewer words, proportionately less use of personality descriptors, fewer behavioral consistencies, and fewer organizational words than nondisabled children. Subjects were 28 physically disabled and 28 nondisabled children, ages 9-16. Although the hypotheses were not supported, the 9-13 year old disabled children did respond significantly differently than all others. This group, all from segregated school settings, made fewer statements related to mutual interaction, social factors, and interpersonal networks. In general, disabled children used fewer words and less variability in verbal responses, they demonstrated a special mother-child relationship, and they showed a lesser ability to describe and organize personality information.

Sharp, J.A. Follow-up survey of clients served by Indiana Rehabilitation Services (Cases closed during fiscal year 1976). Indiana Rehabilitation Services, Nov. 1977.

A report on the findings of a client outcome survey in which former DVR clients were asked to give present employment information and asked to evaluate both their employment and the services received from Vocational Rehabilitation. Data is given for both "rehabilitants" and "non-rehabilitants" whose cases had been closed in 1976. Several questions addressed client-counselor issues. Responses were generally favorable, particularly among the "rehabilitants"; however, suggestions are made for improving counselor-client communication.

Shontz, F.C. Psychological adjustment to physical disability: Trends in theories. Archives of Physical Medicine & Rehabilitation, 1978(Jun.), 59, 251-254.

An extensive review of theories related to psychological adjustment to physical disability. The author traces theoretical explanations chronologically from mentalistic doctrines to the most environmentally-oriented approaches. His list includes: early assumptions (e.g., the disability itself is the cause of the distress), motivation (problems stemming from client deficiencies), psychoanalysis (using the same personality types for disabled people as for people with mental illness), other mentalistic theories (e.g., somatopsychology), sociological concepts, integrative field theories (e.g., social and personal), social environmentalism, and behaviorism. The author concludes by suggesting that all theories are of some importance and may be useful in different situations. Overall, however, he recommends integrated social-psychological theories, such as those proposed by Wright or by Meyerson.

Shontz, F.C. The psychological aspects of physical illness and disability. New York, NY: Macmillan, 1975.

A book designed for rehabilitation professionals which deals with adjustment to disability. The book's approach is holistic and deals with the psychological impact of disability or illness, which must be taken into consideration if successful rehabilitation is to occur. Topics include: a discussion of the holistic approach, usual reactions to disability, adjustment to disability and how it relates to theories of stress, models of adjustment, disability or illness form the patient/client's point of view, and methods of treatment.

Sirota, N. The self-perceived problems of mentally retarded high school students and teachers' perceptions of the students' perceived problems. Dissertation Abstracts International, 1976(Nov.), 37(5-A), 2754.

See Mental Retardation.

ATTITUDES OF DISABLED PERSONS (Cont.)

Smith, E.C.; Liviskie, S.L.; Nelson, K.A.; & McNemar, A. Reestablishing a child's body image. *American Journal of Nursing*, 1977, *77*(3), 445-447.

A brief article with examples which delineate the four stages of recovery as observed by the authors: global stage, stage of differentiation, stage of articulation, and hierarchic integration. Although focusing on children, the observations may also be applied to adults adjusting to a disability.

Smith, H.C., & Hershenson, D.B. Attitude impact of vocational rehabilitation and psychotherapy on Black poverty clients. *Journal of Applied Rehabilitation Counseling*, 1977, *8*(1), 33-38.

A comparison of two intervention techniques with Black young adults. Subjects were 90 poverty-level, urban, Black, unskilled young adults who had been referred for treatment by the state employment service. After initial testing on a 15-item attitude toward treatment scale, subjects were randomly assigned to one of three conditions: 1) Vocational rehabilitation treatment, including vocational counseling, assessment, and skills training; 2) Psychotherapy, including therapy and counseling; and 3) Wait group, with no treatment. All subjects were asked to respond to the same 15-item questionnaire after the 60-day treatment/no treatment time period. Vocational rehabiliation subjects showed positive change on seven items, including one related to self esteem; wait subjects showed no change; and psychotherapy subjects showed negative change on two items, including the one related to self esteem.

Smith-Hanen, S.S. Socialization of the physically handicapped. *Journal of Applied Rehabilitation Counseling*, 1976, *7*(3), 131-141.

"The socialization process as it relates to the physically disabled and the role of the disabled on cultural, social and psychological levels is explored. The development of basic social relationships in the physically disabled person and the effects of socialization on the person's self image, the family's role, and the rehabilitation process are discussed." (Journal abstract)

Speck, O. The handicapped individual and his social interactions. (Germ.) *Heilpädagogik*, 1975, *44*(3), 199-204.

A brief historical section deals with the social isolation formerly experienced by the handicapped persons and his characterization because of his defect, which was usually seen as biologically and genetically determined. Negative attitudes lead to secondary psychological handicaps and to distortion of the personality structure of the handicapped individual. Recent years, however, have seen a shift to achieve maximum educational and social integration. The handicapped person has to deal with three problems: (a) the specific deficit and its immediate consequences, (b) the emotional reactions and the lowered self-concept that arise from the negative social reactions, and (c) the defensive reactions that she or he develops to cope with the socially induced problems. Three therapeutic approaches are therefore suggested: (a) treatment of the specific deficit; (b) concern with the emotional reactions, the self-concept, and the defensive postures developed in response to society's rejection; and (c) attempts to change social attitudes. It is emphasized that whereas the specific deficit may not be amenable to interventions, psychological consequences and social attitudes are. (E.L. Moerk) (PA)

Spreitzer, E. Client perceptions and attitudes toward a comprehensive rehabilitation center. *Rehabilitation Counseling Bulletin*, 1975, *19*(1), 315-322.

A report on an evaluation by clients at a large rehabilitation center of the staff, the program, and the institution itself. Attitudes were most positive toward the program and least positive toward the staff. In addition, there was a slight tendency toward an inverse relationship between client's length of stay at the facility and positive attitudes. Overall, clients' responses were quite positive. Clients' demographic factors were not strong predictors of responses.

Starr, P., & Heiserman, K. Acceptance of disability by teenagers with oral-facial clefts. *Rehabilitation Counseling Bulletin*, 1977, *20*(3), 198-201.

See *Other Disabilities*.

Steger, H.G. Understanding the psychologic factors in rehabilitation. *Geriatrics*, 1976, *31*(5), 68-73.

See *Other Disabilities*.

Steger, H.G., & Chisholm, S. Predicting adjustment of heart patients with the cardiac adjustment scale. *Journal of Clinical Psychology*, 1977, *33*(3), 735-739.

See *Cardiovascular Impairment*.

Steinhausen, H.C. A psycho-clinical investigation in adult hemophiliacs. *Journal of Psychosomatic Research*, 1975, *19*(4), 295-302.

See *Other Disabilities*.

Stubbins, J., Ed. *Social and psychological aspects of disability: A handbook for practitioners.* Baltimore, MD: University Park Press, 1977.

Contains articles organized under the following headings: the lived world of disabled persons, sociological aspects of disability, psychological aspects of disability (includes reactions to disability, coping mechanisms, body image, sexuality, and prevention of disability), and normalization of disabled persons.

Supple, R.V. What the social studies can do for the special child. *Early Years*, 1976, *7*(2), 38-40.

Suggestions on ways for using social studies to help the disabled child learn to value himself/herself and learn about society.

ATTITUDES OF DISABLED PERSONS (Cont.)

Sussman, A.E. Attitudes toward deafness: A dimension of personality. Hearing Rehabilitation Quarterly, 1976, 2(1), 9-10.

See Hearing Impairment.

Taggart, M. Body image: Looking beyond the mirror. The Journal of Practical Nursing, 1977, 27(7), 32-33.

A general discussion of how body image develops, and how interruptions in normal development (e.g., traumatic injury) can alter this image. Several disabilities and injuries are cited in this discussion.

Taub, S. Deaf children and their mothers: The relationship among hearing status of the parents, maternal attitude toward deafness, maternal acceptance of the child and the self-image and academic achievement of deaf children. Dissertation Abstracts International, 1978 (Apr.), 38(10-A), 6028.

See Hearing Impairment.

Theodor, L. Views and attitudes of an adult coping with a disability. Summary of Conference Proceedings, 15th Annual Meeting of Canadian Rehabilitation Council for the Disabled, Toronto, Canada, May 1977.

See Mobility Impairment.

Thomas, B. Environmental education for the blind. Instructor, 1977, 86(9), 106-107.

See Visual Impairment.

Tichenor, D.F.; Thomas, K.R.; & Kravetz, S.P. Client-counselor congruence in perceiving handicapping problems. Rehabilitation Counseling Bulletin, 1975, 19(1), 299-304.

A study in which client and counselor perceptions of handicapping problems were compared. Considerable differences were found, particularly in perceptions of non-physically apparent difficulties. The authors suggest that these differing perceptions may be responsible for the traditionally large number of disabled clients labeled "un-motivated" by counselors. The importance of mutual agreement on problem areas to successful goal-setting is emphasized.

Trainor, M.A. Acceptance of ostomy and the visitor role in a self-help group for ostomy patients. Unpublished abstract of a dissertation. Washington, DC: Georgetown University, School of Nursing, 1980.

See Other Disabilities.

Travis, G. *Chronic illness in children: Its impact on child and family.* Stanford, CA: Stanford University Press, 1976.

Describes the medical aspects of 13 major physical disorders of childhood and their psychosocial effect on the child, his parents, and siblings. Many aspects and problems are discussed: e.g., financial considerations, anxiety in the child and family, the sexual needs of paraplegics, terminal illness, and genetic transmission and prevention. (PA)

Uelman, J. The relationship of selected variants and body-image for physically handicapped persons. *Dissertation Abstracts International*, 1978(Nov.), *39* (5-A), 2812.

See *Mobility Impairment*.

Vargo, J.W. On counselling the physically disabled. *Canadian Counsellor*, 1978, *13*(1), 14-17.

Notes that people who become physically disabled typically experience certain sequential stages (denial, hostility, depression) before achieving a measure of psychological adjustment to their disability. These stages are discussed in terms of their dynamics and the counseling goals and strategies appropriate to each. To help a client overcome the handicapping effects of physical disability, a counselor should have a rudimentary knowledge of the behavioral manifestations of the medical condition and be skillful at implementing counseling strategies that are compatible with the intra- and interpersonal dynamics characteristic of each stage. (Journal abstract) (PA)

Vargo, J.W. The disabled wife and mother: Suggested goals for family counselling. *Canadian Counsellor*, 1979, *13*(2), 108-111.

Common psychological reactions to disability are briefly discussed, followed by the presentation of four goals of a counseling relationship with a family in which the wife/mother is disabled. These goals include helping the family accept the disability, helping family members accept their feelings, helping the family understand the psychological factors that affect adjustment, and helping the family redefine the family relationship. Once these goals have been achieved, a family with a disabled wife/mother can be treated in the same way as any other family requiring counseling. (Journal abstract) (PA)

Vargo, J.W. Some psychological effects of physical disability. *The American Journal of Occupational Therapy*, 1978, *32*(1), 31-34.

A general discussion of the psychological effects of becoming physically disabled. The author begins by drawing a distinction between disability and handicap, then moves on to discuss the three stages of denial, mourning, and adjustment which many people feel a disabled person must experience. There is a brief discussion of the societal expectations of "normality" and how this can have an important impact on the newly disabled person's attitude toward self. The author concludes by suggesting four ways in which occupational therapists (to whom the paper is generally addressed) can help a disabled person achieve adjustment: 1) Pay attention to minor details of rehabilitation as well as major ones; 2) Do not make believe that there is no difference or deny the person's disability; 3) De-emphasize physique; and 4) Help dispell fears and misconceptions related to disability.

Vogel, H.D. A follow-up study of former student-patients at the Crippled Children's Hospital and School, Sioux Falls, South Dakota. Dissertation Abstracts International, 1975(Mar.), 35(9-A), 5975.

See Cerebral Palsy.

Volkmann, C.S. Integrating the physically disabled student into the elementary school. Education, 1978, 99(1), 25-30.

Presents teacher strategies that encourage a physically disabled student to accept responsibility, feel needed in the classroom, and develop basic skills. Strategies are specifically applicable to children with the following disabilities described: pseudo illness, real illness, limited vision or hearing, cerebral palsy, hyperactivity, erratic developmental growth, and chronic illness. (PA)

Volpe, R. Orthopedic disability, restriction, and role taking activity. The Journal of Special Education, 1976, 10(4), 371-381.

See Mobility Impairment.

Wacker, C.H. Where are they now? Toward more effective vocational goal-setting for blind adults. New Outlook for the Blind, 1976, 70(1), 19-21.

See Visual Impairment.

Wada, M.A., & Brodwin, M. Attitudes of disabled individuals enrolled in a workstation center and a community college program. Journal of Employment Counseling, 1975, 12(3), 132-137.

Measured the attitudes of 50 disabled individuals toward the staff who gave them rehabilitation services. The attitudes of two groups of clients at a rehabilitation hospital were evaluated: (a) clients from a vocational rehabilitation workshop and (b) clients from a community college satellite program. Testing was performed at three-week intervals, using the Work Preparation Center Questionnaire and the College Instructor Rating of Client Form. It was found that clients in the community college program perceived their staff as having more concern than the workshop group. No relationship was found between attitudes and the length of time in the respective program. Clients who entered programs appeared to have attitudes that did not change to any great extent while they were in the rehabilitation program. (Journal abstract) (PA)

ATTITUDES OF DISABLED PERSONS (Cont.)

Wakslak, H. Modeling behavior of recently handicapped adults as a function of model's physical disability and expertise. *Dissertation Abstracts International*, 1975(Jul.), *36*(1-B), 462.

See *Mobility Impairment*.

Wehler, R. Attitudes toward mental illness and dependency among hospitalized psychiatric patients. *Psychological Reports*, 1979, *44*(1), 283-286.

See *Mental Illness*.

Wehman, P.H. Toward a social skills curriculum for developmentally disabled clients in vocational settings. *Rehabilitation Literature*, 1975, *36*(11), 342-348.

See *Mental Retardation*.

Weinberg-Asher, N. The effect of physical disability on self-perception. *Rehabilitation Counseling Bulletin*, 1976, *20*(1), 15-20.

A study which explored the hypothesis that disabled people introject society's negative attitudes and, as a result, devalue themselves. Findings, however, indicated that "disabled persons perceive themselves in much the same way that able-bodied persons perceive themselves." (Abstract) Sex of the person had a greater impact on self-description.

Weininger, O. The disabled and dying children: Does it have to hurt so much? *Ontario Psychologist*, 1975, *7*(3), 29-35.

The dying or disabled child often fails to get any psychological assistance. Their needs at various ages and stages of illness and the reasons adults have difficulty dealing with the child's feelings are discussed. The need to help the child express anger and frustration is seen as particularly important. (PA)

Welford, A.T. Desire for attention. *Australian & New Zealand Journal of Psychiatry*, 1977, *11*(3), 157-161.

See *Mental Illness*.

Werner, I. Life with Tourette syndrome. *Disabled U.S.A.*, 1980, *3*(5), 16-18.

See *Other Disabilities*.

Wiener, C.L. The burden of rheumatoid arthritis: Tolerating the uncertainty. *Social Science & Medicine*, 1975, *9*(2), 97-104.

See *Other Disabilities*.

Williams, M.B. On growing up tight. *The Independent*, 1977, *3*(4), 18-19.

See *Cerebral Palsy*.

ATTITUDES OF DISABLED PERSONS (Cont.)

Winstead, D.K. Emotional considerations in familial polyposis. Comprehensive Psychiatry, 1976, 17(1), 221-226.

See Other Disabilities.

Woods, T.L. Comments on the dynamics and treatment of disfigured children. Clinical Social Work Journal, 1975, 3(1), 16-23.

See Other Disabilities.

You're young, bright, ambitious, active... and you've just been hit by M.S. Image, Fall 1979, 14.

See Mobility Impairment.

Yuker, H.E., & Block, R. Attitudes towards the disabled. Summary of Conference Proceedings, 15th Annual Meeting of the Canadian Rehabilitation Council for the Disabled, May 1977, Toronto, Canada.

An informal and interesting discussion which covers topics such as the relationship between attitudes and actions, cultural differences, deviance, self-concept, and specific techniques to effect attitudinal change.

Zheutlin, S. & Goldstein, S.G. The prediction of psycho-social adjustment subsequent to cardiac insult. Journal of Clinical Psychology, 1977, 33(3), 706-710.

See Cardiovascular Impairment.

ATTITUDES OF FAMILY MEMBERS

Arieff, A.J. Rehabilitation in epilepsy. Comprehensive Therapy, 1977, 3(4), 13-18.

See Epilepsy.

Armstrong, B. Society v. the mentally ill: Exploring the roots of prejudice. Hospital & Community Psychiatry, 1978, 29(9), 602-607.

See Mental Illness.

Baca, G.M. Forty families: A comparative study of Mexican-American and Anglo parents of an institutionalized retarded child. Dissertation Abstracts International, 1975(Nov.), 36(5-A), 3128.

See Mental Retardation.

ATTITUDES OF FAMILY MEMBERS (Cont.)

Baker, J.; King, A.; McLeod, M.; & Meloff, K. Influence of attitudes in the life of a disabled child's growth to maturation. Summary of Conference Proceedings, 15th Annual Meeting of the Canadian Rehabilitation Council for the Disabled, Toronto, Canada, May 1977.

A panel discussion which included a parent of a disabled child, a psychologist, a physician, and a teacher. From these four different points of view, the panelists cover topics such as overprotection, self-image, parental adjustment, role of medical professionals, and schooling.

Bettschart, W.; Bridel, S.; Ingignoli, J.P.; & Papilloud, J. Aid to the mentally handicapped child and its family at an early stage. (Fren.) Revue de Neuropsychiatrie Infantile et d'Hygiene Mentale de l'Enfance, 1976, 24(1-2), 35-45.

See Mental Retardation.

Bolstad, C.H. A behavioral comparison of handicapped and normal children within the family. Dissertation Abstracts International, 1975(Feb.), 35(8-B), 4160.

See Mobility Impairment.

Braham, S.; Houser, H.B.; Cline, A.; & Posner, M. Evaluation of the social needs of nonhospitalized chronically ill persons. Journal of Chronic Diseases, 1975, 28(7/8), 401-419.

See Mobility Impairment.

Bray, G.P. Reactive patterns in families of the severely disabled. Rehabilitation Counseling Bulletin, 1977, 20(3), 236-239.

"Developmental stages of acceptance that parallel a client's adjustment to severe disability are outlined and applied to the client's family. The article discusses implications for counseling and the rehabilitation team's intervention." (Abstract) Also, attention is focused on the present minimal involvement of families in a rehabilitation program.

Burden, R.L. Measuring the effects of stress on the mothers of handicapped infants: Must depression always follow? Child Care, Health & Development, 1980, 6(2), 111-125.

As part of the evaluation of an early intervention project with families of handicapped children, 25 mothers of severely handicapped infants completed the Malaise Inventory soon after the commencement of home-based therapy. Subjects also completed the inventory with regard to their feelings prior to home visiting, and the 20 subjects with surviving children completed it again after a two-year period during which weekly visits had been maintained. A control group of 12 mothers with handicapped children of the same age, who had not received home visiting, were also interviewed under similar conditions. A general decrease in the level of depression reported was found both during and at the end of the two-year period. However, subjects who received home visits displayed more positive attitudes than controls. The complex nature of the relationship between the birth of a handicapped child and maternal depression is discussed. The strengths and weaknesses of the Malaise Inventory for use within this context are also discussed, and six case histories are presented. (Journal abstract) (PA)

Burlingham, D. Special problems of blind infants: Blind baby profile. *Psychoanalytic Study of the Child*, 1975, 30, 3-13.

See Visual Impairment.

Burrell, D.W. The effects of a group on parents' perceptions of children with juvenile rheumatoid arthritis. *Dissertation Abstracts International*, 1979(Jan.), 39(12-B), 6110-6111.

See Other Disabilities.

Buscaglia, L. *The disabled and their parents: A counseling challenge*. Thorofare, NJ: Charles B. Slack, 1975.

Contends that despite repeated emphasis in the literature on the need for more effective counseling for the disabled and their families, the challenge of this need has still not been met. The problems, feelings, and rights of these people are presented in detail. Included are 12 chapters by others who concurred about special aspects of the subject. (PA)

Cleveland, D.W., & Miller, N. Attitudes and life commitments of older siblings of mentally retarded adults: An exploratory study. *Mental Retardation*, 1977, 15(3), 38-41.

See Mental Retardation.

Cohen, S. Teacher receptivity to the concept of parent participation in the education of handicapped children: Some preliminary findings. *Rehabilitation Literature*, 1977, 38(5), 151-153.

A study which surveyed educators involved in programs for multiply and severely handicapped people. The findings suggest that -- at least in theory -- teachers of disabled children favor strong parent participation, with the exception of using parents as teaching assistants in the classroom.

Cole, P.G. Parents' and teachers' estimates of the social competence of handicapped and normal children. *Australian Journal of Mental Retardation*, 1976, 4(4), 1-8.

Assessed the social competence of 60 (a) educable mentally retarded (EMR), (b) trainable mentally retarded (TMR), (c) deaf, (d) cerebral palsied, and (e) normal 6.5-12.5 year olds by comparing responses of parents and teachers on three measures, including the Vineland Social Maturity Scale. Results show that (a) of the handicapped subjects, deaf and EMR subjects were more competent than TMR and cerebral palsied subjects; and (b) parents of normal and handicapped subjects estimated higher social competence than teachers. (PA)

Cummings, S.T. The impact of the child's deficiency on the father: A study of fathers of mentally retarded and of chronically ill children. American Journal of Orthopsychiatry, 1976, 46(2), 246-255.

Administered the EPPS, a specially developed 46-item sentence completion test on attitudes toward handicapped and normal children and feelings of parental adequacy, the Berger Inventory's Self-Acceptance scale, and Shoben's Parental Atttitudes Inventory to 240 fathers of mentally retarded, chronically physically ill, neurotic, and healthy 4-13 year old children. Results indicate that fathers of children in the first two groups experience significant stress associated with their fathering a handicapped child. Data from fathers of neurotic children were not included in the present report. Some fathers of mentally retarded children appear subject to a pattern of neurotic-like constriction. Differences in the experiences of fathers and mothers of deficient children are discussed, and suggestions for treatment are offered. (Journal abstract) (PA)

D'Afflitti, J.G., & Swanson, D. Group sessions for the wives of home-hemodialysis patients. American Journal of Nursing, 1975, 75(4), 633-635.

See Other Disabilities.

Darling, R.B. Parents, pediatricians, and societal reactions to congenitally handicapped children: A career study of conflicting definitions of the situation. Dissertation Abstracts International, 1979(May), 39(11-A), 7005.

A qualitative investigation of the attitudes of parents of disabled persons (both children and adults) toward their children and the quality of life experienced by them. Interview subjects were parents of 25 disabled children, ranging in age from birth to 19, parents of five nondisabled children, and 15 pediatricians. Findings indicated that the parents of the disabled children had gradually developed more positive attitudes toward their children through what the author terms "realistic acceptance." Many of these parents had become "crusaders" for the rights of their children, and they complained of the often negative attitudes of society in general and medical professionals specifically. Interviews with the pediatricians supported these contentions. The author discusses these findings in a symbolic interaction theoretical framework.

Davie, R. Children and families with special needs. AEP (Association of Educational Psychologists) Journal, 1976, 4(1), 1-9.

Suggests the need for early detection of children and families with special needs. The emphasis on "special needs" as an alternative to "handicapped," "disadvantaged," or "deprived" removes the negative tone which sometimes leads to a stress on deficits or limitations, rather than a consideration of what an individual's special needs are and how these can best be met. It has been estimated that one out of six school-age children have (sic.) special needs. Effective population screening through the schools can involve interdisciplinary surveillance and an action network to monitor each child's development so that significant signs or differences are noticed at an early stage and appropriate action is taken. (I.L. Zimmerman) (PA)

Davis, R.E. Family of physically disabled child: Family reactions and deductive reasoning. New York State Journal of Medicine, 1975, 75(7), 1039-10041.

Adaptive and maladaptive psychological reactions in parents and siblings invariably accompany chronic illness and physical disability in a child. Therefore parental attitudes are crucially important in determining how the child himself will cope. Siblings are frequently under considerable stress, directly or indirectly, and they and their parents should always be included in planning a treatment program for a physically disabled child. Maximum benefits for the child come when the entire family is viewed as needing a rational plan of education and treatment. A brief checklist for planning the psychological evaluation and treatment of such a child and his family is given. (P.R. Sweet) (PA)

Del Nero, P.H. Parents' perception of the self-concept of their physically handicapped children. Dissertation Abstracts International, 1975(Mar.), 35(9-A), 5964-5965.

See Attitudes of Disabled Persons.

Devi, A.V. Parental attitude towards retarded children. Child Psychiatry Quarterly, 1976, 9(2), 10-12.

See Mental Retardation.

Dodge, P.R. Neurological disorders of school-age children. Journal of School Health, 1976, 46(6), 338-343.

A speech given to a group of school teachers and other educational personnel by a pediatric neurologist on neurological problems in young children. He begins with a discussion of the different types of neurological dysfunction and their incidence rates. He then addresses the attitudes of parents toward their disabled children, some common interactions between parents and their disabled children, and some suggested solutions for stress related to this interaction. He concludes by discussing ways in which education professionals can reduce "handicaps" encountered by children with neurological disorders.

Dunlap, W.R. Services for families of the developmentally disabled. Social Work, 1976, 21(3), 220-223.

Interviewed 404 members of poor White and poor Black families in rural areas of southern Alabama to investigate social services available to families with a developmentally disabled child. The majority reported that the physical demands imposed on them by the handicap were the most troublesome. The kinds of services they requested were those that would educate the handicapped person to be more independent. (Journal abstract) (PA)

ATTITUDES OF FAMILY MEMBERS (Cont.)

Dunst, C.J. Attitudes of parents with children in contrasting family education programs. Mental Retardation Bulletin, 1976, 4(3), 120-132.

Administered an 18-item questionnaire to four groups of parents (primarily mothers) of infants and toddlers in three contrasting early intervention child-care programs: Group 1 consisted of 12 parents whose handicapped (H) children were enrolled in a model early education program where an equal number of H (noncategorically grouped) and nonhandicapped (NH) children were integrated into small parent-infant group sessions; Group 2 consisted of 11 parents whose NH children were enrolled in the same model program; Group 3 consisted of 9 parents whose children with Down's Syndrome were enrolled in a segregated program; and Group 4 consisted of 13 parents whose NH children were enrolled in a babysitting cooperative. Results indicate that Groups 1 and 2 responded significantly more favorably than Groups 3 and 4 (respectively to 16 of 18 questionnaire items representing positive attitudes toward integration. Groups 1 and 2 believed that integration had no beneficial effects for the H children and had little or no negative effects on the other children. Future research is directed toward examining dimensions contributing to differences between attitudes of parents whose children are in segregated vs. integrated early education programs. (A.C. Moltu) (PA)

Eheart, B.K. A comparative observational study of mother-child interactions with non-retarded and mentally retarded children. Dissertation Abstracts International, 1977(Feb.), 37(8-A), 5033.

See Mental Retardation.

El Ghatit, A.Z., & Hanson, R.W. Outcome of marriages existing at the time of a male's spinal cord injury. Journal of Chronic Diseases, 1975, 28(7/8), 383-388.

See Mobility Impairment.

Feldis, D. Perception of control by parents of handicapped children. Dissertation Abstracts International, 1977(Apr.), 37(10-A), 6399.

A study of the relationship between locus of control scores of parents of disabled children in general, as measured by the Internal-External (I-E) Scale, and their perceptions of control in situations related specifically to their disabled children, as measured by Control over the Behavior of the Handicapped Child (CBHC) and by Control over the Educational Planning and Placement Committee (CEPPC). As hypothesized, there were significant correlations between I-E and CBHC scores and between CBHC and CEPPC scores. There were no significant correlations between I-E and CEPPC scores. In addition, as hypothesized, there were significant relationships found between the aspects of control and various demographic characteristics. These results were different for mothers and fathers. The author stresses that different issues must be addressed in preparing mothers and fathers for participation in their child's future development.

Ferrara, D.M. Attitudes of parents of mentally retarded children toward normalization activities. American Journal of Mental Deficiency, 1979, 84(2), 145-151.

See Mental Retardation.

Fishman, C.A., & Fishman, D.B. A group training program in behavior modification for mothers of children with birth defects. Child Psychiatry and Human Development, 1975, 6(1), 3-14.

"This paper explores the impact of a group approach to teaching behavior modification principles and techniques to mothers of physically handicapped children." (Abstract) Communication between mother and child is stressed, and is seen as important in the development of the child's self-esteem, enthusiasm, and likability.

Flint, W., & Deloach, C. A parent involvement program model for handicapped children and their parents. Exceptional Children, 1975, 41(8), 556-557.

A brief description of a program designed to provide information, mutual support, and improved communication among parents of disabled children, provide recreation for the disabled children and their siblings, and provide career training for rehabilitation and special education students.

Floor, L.; Baxter, D.; Rosen, M.; & Zisfein, L. A survey of marriages among previously institutionalized retardates. Mental Retardation, 1975, 13(2), 33-37.

See Mental Retardation.

Freeman, R.D., & Malkin, S.F. A comparison of the psychosocial problems of deaf, of visually-impaired, and of non-handicapped children. Paper presented at the Annual Meeting of the American Academy for Cerebral Palsy and Developmental Medicine. Abstract in Developmental Medicine and Child Neurology, 1977, 19(1), 11.

See Hearing Impairment.

Freeman, R.D.; Malkin, S.F.; & Hastings, J.O. Psychosocial problems of deaf children and their families: A comparative study. American Annals of the Deaf, 1975, 210(4), 391-405.

See Hearing Impairment.

Friedrich, W.N. Predictors of the coping behavior of mothers of handicapped children. Journal of Consulting and Clinical Psychology, 1979, 47(6), 1140-1141.

A study to determine demographic factors which might have some predictive ability for the coping behavior of mothers of disabled children. Subjects were 98 mothers who responded to a mailed survey. They were asked to complete a number of forms, including a biographical data sheet, a Questionnaire on Resources and Stress, a Marital Adjustment Inventory, a Psychological Well-Being Index, a social support index, and a religiosity index. Results of multiple regression analysis clearly indicated that the most effective coping predictor was marital satisfaction, which acounted for 79% of the predictive ability. Other significant predictors were the child's residence (institutionalized or not) and the child's sex.

Gilmore, R.J. The perception of the problems of the handicapped by the significant other. Dissertation Abstracts International, 1975(Dec.), 36(6-A), 3507-3508.

A study assessing the perceptions of a disabled person's problems by one of the person's "significant others." Subjects were 80 people who had been identified by 80 disabled people as significant others. Subjects were asked to complete an Attitudes Toward Disabled Persons Scale (ATDP) and a Handicapped Problems Inventory (HPI). The disabled people were also asked to complete the latter of these two instruments. Comparisons between the HPI scores of subjects and their significant others and among subjects, and comparisons between each subject's ATDP and HPI responses yielded the following results: 1) There was a significant positive relationship between disabled subject's and significant other's HPI responses. 2) Subjects with more positive ATDP scores were more accurate than ones with less positive scores in predicting partner's responses to the HPI. 3) There were no significant differences in HPI scores among subjects based on sex, race, age, or education.

Goodman, D.M. Parenting an adult mentally retarded offspring. Smith College Studies in Social Work, 1978, 48(3), 209-234.

See Mental Retardation.

Goolsby, E.L. Facilitation of family-professional interactions. Rehabilitation Literature, 1976, 37(11-12), 332-334.

See Attitudes of Disabled Persons.

Gordeuk, A. Motherhood and a less than perfect child: A literary review. Maternal-Child Nursing Journal, 1976, 5(2), 57-68.

Reviews the motivations for parenthood (biological and adoptive), and for motherhood in particular. Included among these are confirmation of adult status and social identity, continuity of self, altruism, and biological accomplishment. It is suggested that the cultural pressure on females to become mothers may be equal to the pressure on males to assume a productive occupational role. Basic motivations of women to have children are attainment of motherliness and motherhood. Interpersonal attraction is considered important to the development of the mother-child relationship. Mothers of a less-than-perfect child view themselves as inferior because of having produced such a child. Before these mothers can accept such children, they must become fully aware of the situation and must mourn the expectations and unfulfilled wishes for a normal child. Acceptance of the real child is facilitated when the mother can hold, see, and hear the child.

ATTITUDES OF FAMILY MEMBERS (Cont.)

Grove, M.S. Social work intervention to reduce the stigma attached to mental illness by the families of psychiatric patients in western Jamaica. Dissertation Abstracts International, 1979(Apr.), 39(10-A), 6337.

See Mental Illness.

Hayes, S.C., & Oates, R.K. Parental and professional assessment of developmental handicaps in children. Australian Journal of Mental Retardation, 1978, 5(4), 133-137.

Parents of handicapped children do not always see the same degree of problems in their child as the helping professionals see. To test this hypothesis, the parents of 79 1-13 year old children who were assessed at a developmental evaluation clinic were asked about their own assessments of the extent of their child's physical, mental, speech, behavior, and social/family handicaps. The parents' responses were compared with the team's findings. Some parents rated some of the child's problems as less severe than the team did, particularly in the areas of physical, speech, and mental handicap. On the other hand, parents frequently estimated that some problems were more severe than the team judged them to be, particularly family/social and behavior problems. There appeared to be a relationship between discrepancies in parental and professional assessments and the effectiveness of parent-team communication. It is suggested that consideration of issues such as parental denial, attitudes, and values of the health team, and the parent-team communication may help to bridge the gap between parents' and professionals' evaluations, leading to greater understanding of the child's problems. (Journal abstract) (PA)

Holzberg, M.A. Social class, parents' perceptions of their child's disability, and the accuracy of these perceptions. Dissertation Abstracts International, 1978(Mar.), 38(9-A), 5353-5354.

A study in which an attempt was made to discover what effect, if any, social class and other demographic variables have on parents' perceptions of their children's disabilities. It was hypothesized that parents of higher social classes would be more likely to perceive language problems as their child's major problem, and motor problems as less important, while parents from lower social classes would be more likely to perceive motor problems as most significant. Parents were asked to evaluate their children prior to actual diagnostic testing. After diagnosis, scores were compared. Parents from all classes were more likely to specify "language" or "both" (language and motor) than "motor" or "neither." This is consistent with the children's actual problems. There were significant differences between social classes in the accuracy of parents' perception. Those from upper classes were more accurate in identifying motor problems than language problems; those from lower classes were more accurate in identifying language problems than motor ones. This is consistent with the original hypotheses, although the study fails to support the hypotheses directly.

ATTITUDES OF FAMILY MEMBERS (Cont.)

Jackson, R.D. The effects of an integrated pre-school setting on handicapped and nonhandicapped children: An explorative and comparative study of selected behavioral characteristics, parent and teacher attitudes. Dissertation Abstracts International, 1977(Mar.), 37(9-A), 5743-5744.

See Attitudes of Disabled Persons.

Judson, S.L., & Burden, R.L. Towards a tailored measure of parental attitudes: An approach to the evaluation of one aspect of intervention projects with parents of handicapped children. Child Care, Health & Development, 1980, 6(1), 47-55.

Developed a 22-item 7-point scale to measure parental attitudes toward their handicapped children. High test-retest reliability over a three-week period was found in eight mothers. Generally high internal consistency was found in a two-year longitudinal study of 24 mothers. Such instruments tailored to the needs of the individual program are useful for evaluating methods and success of intervention. (J.D. Cooper) (PA)

Karnes, M.B., & Zehrbach, R.R. Matching families and services. Exceptional Children, 1975, 41(8), 545-549.

An article which describes a systematic approach to involving families in services to disabled children. The authors support parental involvement at the decision-making level, and address the role and attitudes of staff. Goals, objectives, and procedures are discussed.

Knepper, V.M. A cross-cultural study of professional opinions on the role of parental values and attitudes in early childhood education of the mentally retarded in England and the United States of America. Dissertation Abstracts International, 1976(Oct.), 37(4-A), 2111-2112.

See Mental Retardation.

Koudelkova, A. The relation of parental disorders to the development of the child. Ceskoslovenska Psychiatrie, 1975, 71(1), 68-72.

A review of research findings that explore the relationship between parental attitudes and general behavior traits of the child. Mothers of mentally and physically disabled children were found to be overprotective, overpossessive, or authoritarian. Overprotection is discussed as being a consequence or a cause of a child's behavior.

Lavelle, N.J. Parents' expectations and causal attributions concerning their children's performance on school related tasks. Dissertation Abstracts International, 1978(Feb.), 38(8-A), 4733.

See Mental Retardation.

ATTITUDES OF FAMILY MEMBERS (Cont.)

Levitt, E., & Cohen, S. An analysis of selected parent-intervention programs for handicapped and disadvantaged children. The Journal of Special Education, 1975, 9(4), 345-365.

An article which addresses two groups: disabled people and disadvantaged people. There are detailed descriptions of parent-intervention programs for both groups. Also included is a comparison of the programs. Specific charts on the programs available are provided.

Lichter, P. Communicating with parents: It begins with listening. Teaching Exceptional Children, 1976, 8(2), 66-71.

An article which stresses both listening skills and the attitudes necessary for developing these skills. There is also a discussion of the need to overcome the feeling of isolation which parents of disabled children may experience.

McAndrew, I. Children with a handicap and their families. Child Care, Health & Development, 1976, 2(4), 213-237.

See Cerebral Palsy.

Mackey, S.K. A study of the differences in attitudes and behavior between mothers of disabled and nondisabled children. Dissertation Abstracts International, 1978(Oct.), 39(4-B), 1962.

An investigation of interactions between mothers and children, comparing pairs in which the child is developmentally disabled with pairs in which the child is nondisabled. Mothers were asked to complete a Parent Attitude Research Instument twice -- once for their own child and once for a hypothetical child from the other group (disabled or nondisabled). The mothers were also observed interacting with their children. Results included: 1) There was little difference between groups in the amount of attachment; however, mothers of disabled children exhibited more physically directive behaviors, while mothers of nondisabled children exhibited more verbally interactive behaviors. 2) Mothers of disabled children were more tolerant than those in the other group of physical activity. 3) There was little evidence that mothers of disabled children were influenced by societal norms about raising disabled children.

Manley, S., & Armstrong, M. A transitional living experience for the severely disabled. Rehabilitation Counseling Bulletin, 1976, 19(4), 551-555.

See Mobility Impairment.

Mantovani, G. Professional role, social condition and operative image in mentally disadvantaged children. (Ital.) Archivio di Psicologia, Neurologia e Psichiatria, 1978, 39(2), 199-223.

See Mental Retardation.

Marcus, L.M. Patterns of coping in families of psychotic children. American Journal of Orthopsychiatry, 1977, 47(3), 388-399.

See Mental Illness.

Markova, I.; MacDonald, K.; & Forbes, C. Integration of haemophilic boys into normal schools. Child Care, Health & Development, 1980, 6(2), 101-109.

See Other Disabilities.

Marshall, J.R.; Rice, D.G.; O'Mera, M.; & Shelp, W.D. Characteristics of couples with poor outcome in dialysis home training. Journal of Chronic Diseases, 1975, 28(7/8), 375-381.

See Other Disabilities.

Martin, P. Marital breakdown in families of patients with spina bifida cystica. Developmental Medicine & Child Neurology, 1975, 17(6), 757-764.

See Mobility Impairment.

Mayadas, N.S., & Duehn, W.D. The impact of significant adults' expectations on the life style of visually impaired children. New Outlook for the Blind, 1976, 70(7), 286-290.

See Visual Impairment.

Mengqeler, S.W., & Cooper, P.F. Mother-child interaction: Conducive to the psychosocial difficulties of deaf children? Paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

See Hearing Impairment.

Millea, M.J. Parental perception and expectations in the management of mentally retarded children: Developmental implications. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 3982-3983.

See Mental Retardation.

Napolitano, H.S. Parents of the gifted lag. The Creative Child and Adult Quarterly, 1979, 4(1), 58-63.

An article reporting research on "gifted" children. The author maintains that, unlike the efforts to demystify mental retardation, the public is still ignorant about children who are gifted. She surveyed 100 parents in Connecticut school districts and found many remaining unproven myths about gifted children. She recommends public education, especially directed toward parents of gifted children, and she suggests that more data be collected on attitudes toward giftedness.

ATTITUDES OF FAMILY MEMBERS (Cont.)

Nordan, R. The psychological reactions of children with neurological problems. Child Psychiatry & Human Development, 1976, 6(4), 214-223.

See Attitudes of Disabled Persons.

Nuehring, E.M. Stigma and state hospital patients. American Journal of Orthopsychiatry, 1979, 49(4), 626-633.

See Mental Illness.

Oradei, D.M., & Waite, N.S. Admissions conferences for families of stroke patients. Social Casework, 1975, 56(1), 21-26.

See Cardiovascular Impairment.

Pedulla, B.M. Mothers' perceptions of their retarded children's development: The relationship of selected mother and child variables to realism. Dissertation Abstracts International, 1976(Jan.), 36(7-B), 3619-3620.

See Mental Retardation.

Peterson, Y. The impact of physical disability on marital adjustment: A literature review. Family Coordinator, 1979, 28(1), 47-51.

Unannotated article.

Philipp, C. Attitude changes in mothers of handicapped children in preschool programs. Dissertation Abstracts International, 1978(Feb.), 38(8-A), 5056.

An experimental study to investigate the effect of mothers' participation in preschool programs for their disabled children on their attitudes toward their children. Subjects were 32 mothers of disabled children who were tested twice in a three month period. Half of the mothers (experimental group) were encouraged to participate in their children's program; the other half specifically were discouraged from participating. Measurement of attitudes was made with a revised Block Child-Rearing Practices Report. The same instrument was used to assess staff attiutdes. Although results do not allow for definitive support of the hypothesis, there was a significant change in scores from pre-test to post-test among mothers in the experimental group, but not in the control group. It was also found that mothers' scores were highly correlated with staff scores, suggesting that mothers were meeting staff expectations on those dimensions measured.

Philippine Mental Health Association Inter-Agency Committee & Philippine Foundation for the Rehabilitation of Disabled/Social Commission. Parents attitudes toward their children's handicaps and expectations from the community. Philippine Journal of Mental Health, 1976, 7(1), 9-14.

Surveyed 277 parents of children with disabilities: mental retardation, antisocial behavior, emotional disturbances and mental illness, and physical handicaps. The interviews were conducted by professionals in 15 agencies who were directly concerned with the clients. Parental acceptance of children's handicaps was found to be greatest for mild retardation and physical handicaps, and lowest for antisocial behavior. Some parents perceived their children's attitudes and feelings toward their handicaps as favorable (accepting, casual, hopeful, self-confident); others perceived their attitudes as unfavorable (sad, hurt, self-pitying, etc.). Parents expect physical, social, educational, and moral support from school, neighborhood, relatives, friends, and the community as a whole. (R. San Luis) (PA)

Podeanu-Czehofsky, I. Is it only the child's guilt? Some aspects of family life of cerebral palsied children. *Rehabilitation Literature*, 1975, *36*(10), 308-311.

See *Cerebral Palsy*.

Price-Bonham, S., & Addison, S. Families and mentally retarded children: Emphasis on the father. *Family Coordinator*, 1978, *27*(3), 221-230.

See *Mental Retardation*.

Puig, J.C.S. Relationship between ethnic group membership and low socioeconomic status mothers' perceptions of their educable mentally retarded children. *Dissertation Abstracts International*, 1977 (Jun.), *37*(12-A), 7690-7691.

See *Mental Retardation*.

Rafael, B. Enlarging the circle: The parent-infant program at United Cerebral Palsy. *Teaching Exceptional Children*, 1977, *9*(3), 64-66.

See *Cerebral Palsy*.

Redner, R. Others' perceptions of mothers of handicapped children. *American Journal of Mental Deficiency*, 1980, *85*(2), 176-183.

See *Mental Retardation*.

Robinson, L.H. Parental attitudes of retarded young mothers. *Child Psychiatry and Human Development*, 1978, *8*(3), 131-144.

See *Mental Retardation*.

Romano, M.D. Preparing children for parental disability. *Social Work in Health Care*, 1976, *1*(3), 309-315.

Based on the recognition that the sudden onset of disability with attendant, often prolonged hospitalization can compromise family integrity, mobilize anxieties in all family members, and lead to major role changes within a family structure, specific techniques are described to minimize family crisis secondary to the disability of a parent through the preparation of the child to understand parental disability within the limits of the child's readiness and to help the child master his/her feelings about these life events. Case examples are given. Methods include the use of "special stories," creative play, and active involvement of the child with the handicapped parent in the rehabilitation process. (Journal abstract) (PA)

Rosenbaum, M., & Najenson, T. Changes in life patterns and symptoms of low mood as reported by wives of severely brain-injured soldiers. Journal of Consulting & Clinical Psychology, 1976, 44(6), 881-888.

Tested hypotheses that (a) wives of brain-injured veterans would perceive greater changes in their family life one year following their husbands' injury than wives of paraplegic veterans and (b) wives of brain-injured veterans would report more symptoms indicative of low mood than wives of paraplegics and controls. Twenty-seven Israeli wives (mean age, 26 years) whose husbands had fought in the Yom Kippur War one year earlier responded to questions assessing family life, family interpersonal relations, marital roles, and disturbances in mood. Eight subjects had brain-injured husbands; five subjects had paraplegic husbands; and fourteen subjects had uninjured husbands. Data support both hypotheses. Significant differences between groups appeared in each of the four major areas. It is suggested that future research consider "good adjustment" to the postwar return of paraplegic or brain-injured husbands. (Journal abstract) (PA)

Rossett, A. Parenting of the preschool exceptional child. Teaching Exceptional Children, 1975, 7(4), 118-119.

See Hearing Impairment.

Ruhs, A., & Lechner, H. The mother-child relation in epilepsy. (Germ.) Psychiatria Clinica, 1975, 8(6), 283-292.

See Epilepsy.

Schmid, T.J. Parental reactions to the affiliational stigma of mental retardation. Dissertation Abstracts International, 1977(Sep.), 38(3-A), 1688-1689.

See Mental Retardation.

Schulz, P.J. The sight of blindness and the phenomenon of avoidance. New Outlook for the Blind, 1975, 69(6), 261-265.

See Visual Impairment.

Schwab, L.O. Rehabilitation of physically disabled women in a family-oriented program. Rehabilitation Literature, 1975, 36(2), 34-43, 47.

See Attitudes of Disabled Persons.

ATTITUDES OF FAMILY MEMBERS (Cont.)

Seitz, S., & Geske, D. Mothers' and graduate trainees' judgments of children: Some effects of labelling. American Journal of Mental Deficiency, 1976, 81(4), 362-370.

See Mental Retardation.

Sieffert, A. Parents' initial reactions to having a mentally retarded child: A concept and model for social workers. Clinical Social Work Journal, 1978, 6(1), 33-43.

See Mental Retardation.

Siperstein, G.N., & Gottlieb, J. Parents' and teachers' attitudes toward mildly and severely retarded children. Mental Retardation, 1978, 16(4), 321-322.

See Mental Retardation.

Smith-Hanen, S.S. Socialization of the physically handicapped. Journal of Applied Rehabilitation Counseling, 1976, 7(3), 131-141.

See Attitudes of Disabled Persons.

Sohoni, N.K. Social barriers & community attitudes concerning the disabled. International Rehabilitation Review, 1977(Jan.), 4.

A discussion of barriers encountered by disabled people which interfere with successful integration into mainstream society. The author discusses barriers on the individual, family, and society level. There is a discussion of some of the problems caused by current rehabilitation philosophy, most notably: 1) the division of the rehabilitation process into functional units (e.g., medical, vocational, etc.), which tends to deny the totality of the disabled person; 2) the emphasis on curative, rather than preventative, measures; and 3) the limitation of services to a primarily urban and affluent society. These factors are summarized and incorporated into suggestions for more effective approaches to rehabilitation.

Stokes, B.M. Helping parents to accept. Child Care, Health & Development, 1976, 2(1), 29-33.

See Mental Retardation.

Straton, E.A. Creating their own minds: A case for the cognitive stimulation of handicapped infants. Delta, 1975(Nov.), No. 17, 52-61.

Reviews literature and opinions concerned with cognitive stimulation of handicapped infants. Attempts are being made to encourage their education as soon as possible after birth to prepare them for interaction with normal children. At present, few handicapped children participate in educational programs before the age of 3, partly because agencies are not equipped to satisfy their needs and because these children have not received the intensive help needed to interact with others at a level beyond that requiring only simple skills. Intervention at an early age may eliminate the need for special help when these children enter school. The notion of a fixed intelligence and unalterable maturation has a detrimental effect on attitudes toward handicapped children. Their development is similar to that of other children. Infancy should be regarded as the period to begin cognitive stimulation at the infant's developmental level. For this action to be successful, the family needs to be trained. (M.H. Apt) (PA)

Strom, R.; Rees, R.; Slaughter, H.; & Wurster, S. Role expectations of parents of intellectually handicapped children. Exceptional Children, 1980, 47(2), 144-147.

See Mental Retardation.

Svarstad, B.L., & Lipton, H.L. Informing parents about mental retardation: A study of professional communication and parent acceptance. Social Science & Medicine, 1977, 11(11), 645-651.

See Mental Retardation.

Taub, S. Deaf children and their mothers: The relationship among hearing status of the parents, maternal attitude toward deafness, maternal acceptance of the child and the self-image and academic achievement of deaf children. Dissertation Abstracts International, 1978(Apr.), 38(10-A), 6028.

See Hearing Impairment.

Tew, B., & Laurence, K.M. Some sources of stress found in mothers of spina bifida children. British Journal of Preventive & Social Medicine, 1975, 29(1), 27-30.

See Mobility Impairment.

Travis, G. Chronic illness in children: Its impact on child and family. Stanford, CA: Stanford University Press, 1976.

See Attitudes of Disabled Persons.

Trembath, E.J.; Angle, C.; Stark, J.A.; & Strond, W. Familial and social acceptance of myelodysplastic-hydrocephalic children. Paper presented at the annual meeting of the American Academy for Cerebral Palsy and Developmental Medicine. Abstract in Developmental Medicine & Child Neurology, 1977, 19(1), 116.

See Other Disabilities.

ATTITUDES OF FAMILY MEMBERS (Cont.)

Tyler, N.B., & Kogan, K.L. Reduction of stress between mothers and their handicapped children. The American Journal of Occupational Therapy, 1977, 31(3), 151-155.

A report on the results of an intervention strategy to reduce negative behaviors in dyads of mothers and disabled children. Subjects were 18 dyads in which the child was developmentally disabled and between the ages of less than one year to over five years. Fifteen of the children had cerebral palsy. Behaviors were observed and recorded prior to training, immediately after intervention, and nine months after intervention. Intervention included a review of the pre-training videotape with suggestions made by the therapist to the mothers on negative behaviors which should be decreased and positive behaviors which should be increased. This was followed up by eight weeks of practice during therapy and play in which the mother was cued with a "bug in the ear" device. The intervention resulted in positive change from pre-test to immediate post-test in 14 dyads; of these, 13 dyads still retained the positive changes at nine month follow-up. Positive change was noted for both mother and child, supporting a reciprocal view of change.

Vargo, J.W. The disabled wife and mother: Suggested goals for family counselling. Canadian Counsellor, 1979, 13(2), 108-111.

See Attitudes of Disabled Persons.

Voysey, M. A constant burden: The reconstitution of family life. Boston, MA: Routledge & Kegan Paul, 1975.

Analyzes parents' responses in interviews to questions about the effect on their family life of having a disabled child. It is argued that current theories about disability and family life constitute an official morality and ideology to which parents are expected to conform. (PA)

Waisbren, S.E. Parents' reactions after the birth of a developmentally disabled child. American Journal of Mental Deficiency, 1980, 84(4), 345-351.

A study comparing the self attitudes of parents of developmentally disabled children to parents of nondisabled children and comparing American attitudes to Danish attitudes. Subjects were 60 parent couples with a child less than 1.5 years old. Half of the children were developmentally disabled, and half were not disabled. Subjects were interviewed (using 19 open-ended questions) and asked to complete seven questionnaires. Although there were few differences between groups, there were some. Parents who had a developmentally disabled child expressed more negative attitudes: hopelessness, anger, or rejection. They also expressed more negative attitudes toward themselves. There were no major differences between Danish and American subjects, despite the fact that Denmark provides substantially more support services than the U.S.

ATTITUDES OF FAMILY MEMBERS (Cont.)

Willer, B.S.; Intagliata, J.C.; & Atkinson, A.C. Crises for families of mentally retarded persons including the crisis of deinstitutionalisation. British Journal of Mental Subnormality, 1979, 25(1), 38-49.

See Mental Retardation.

Williams, M.B. On growing up tight. The Independent, 1977, 3(4), 18-19.

See Cerebral Palsy.

Winstead, D.K. Emotional considerations in familial polyposis. Comprehensive Psychiatry, 1976, 17(1), 221-226.

See Other Disabilities.

Wright, L.S. Chronic grief: The anguish of being an exceptional parent. Exceptional Child, 1976, 23(3), 160-169.

Parents fear having a handicapped child and ask many questions. Frequently, therapists ignore these questions, or, if they try to help resolve them, only add to the family's anguish. Parents of handicapped children go through several stages (not necessarily in sequence nor every stage): (a) Shock is an initial reaction. (b) Denial may become chronic and is very difficult to deal with. (c) Guilt and anger often result when denial breaks down; it is often difficult to prevent or dissipate these feelings. (d) Shame and martyrdom often occur with guilt. (e) Depression is brought on by a feeling of helplessness and defeat. (f) Recovery is achieved through acceptance, reconstruction, and reorientation. Helping parents reach recovery is not easy; parents need someone to talk to, share their problems, and understand them. (C.L. Nicholson) (PA)

ATTITUDES OF EDUCATIONAL PROFESSIONALS/ATTITUDES RELATED TO EDUCATION

Abelson, A.G. Measure preschools' readiness to mainstream handicapped children. Child Welfare, 1976, 55(3), 216-220.

Report on a study of forty-five preschools which were surveyed to determine the availability of programs and facilities for use by disabled children. Most of the preschool directors and teachers participating in this study revealed a positive attitude toward integrating disabled and developmentally delayed children into their programs.

Afrooz, G.A. An assessment of attitudes of regular school teachers toward exceptional children in Iran. Dissertation Abstracts International, 1979 (Jan.), 39(7-A), 4175.

A survey of 313 regular classroom teachers in Iran to assess their expressed attitudes toward people who are deaf, blind, or mentally retarded. Survey instruments used in this study were modifications of one developed earlier. They were modified with the specific purpose of yielding information related to facet theory. Results indicated more positive attitudes toward blind or deaf individuals than toward people with mental retardation, although there was a strong correlation among attitudes toward the three groups. Findings also supported the theoretical assumption that some aspects of attitude-behavior are object specific, while others are situation specific. The author suggests a need for public education related to disability, particularly mental retardation.

Aldridge, J.T. Cognitive and effective gains of regular elementary educators from inservice education concerning nature of exceptional children. Dissertation Abstracts International, 1978(Oct.), 39(4-A), 2177.

A report on the effects of a ten-week inservice training program on regular classroom teachers' knowledge of and attitudes toward "exceptional" children. The individuals providing the inservice education to the teachers were themselves regular classroom teachers. They were receiving graduate training on the subject of exceptional children at the same time that they were, in turn, training other teachers. Results showed little overall difference between teachers who had received inservice training and those in a comparable control group who had not. However, there was a significant improvement from pre-test to post-test on the Cognitive Measurement Scale among the experimental group of teachers. There was no significant improvement in attitudes. The author discusses these findings in relation to mainstreaming issues.

Alexander, C., & Strain, P.S. A review of educators' attitudes toward handicapped children and the concept of mainstreaming. Psychology in the Schools, 1978, 15(3), 390-396.

A review of the literature on the attitudes of various groups of education professionals toward the mainstreaming of disabled children into the regular classroom. The literature suggests that regular classroom teachers are not in favor of mainstreaming, and that they feel that disabled children are less likely than nondisabled ones to benefit from regular schooling. Special education professionals tend to respond more positively to mainstreaming concepts. The authors continue their literature review with a discussion of various studies which have sought to relate teachers' expectations to student outcomes. They conclude with a discussion of techniques that have attempted to modify negative attitudes of teachers and other educators toward mainstreaming.

Allen, J.Y. A study to compare the belief systems and attitudes of selected preservice teachers toward the handicapped and mainstreaming. Dissertation Abstracts International, 1978(Dec.), 39(6-A), 3510.

A comparison of the experiences of and attitudes toward disabled people and toward educational mainstreaming of preservice regular classroom and special education teachers. The comparisons were made by means of four survey instruments. Results indicated a significantly more positive attitude toward educational mainstreaming among regular classroom teachers than among special education teachers. In addition, preservice regular classroom teachers were in favor of less restrictive environments for disabled children than were preservice special education teachers. The two groups of teachers did not differ in amount of familial experience with disabled people, although special education teachers did report more non-familial experience. Subjects' conceptual beliefs, as measured by the Conceptual Systems Test, was of no value in predicting attitudes toward mainstreaming or toward disabled persons.

Aloia, G.F. Effects of physical stigmata and labels on judgments of subnormality by preservice teachers. Mental Retardation, 1975, 13(6), 17-21.

See Mental Retardation.

Alper, S.K. Academic information as a biasing factor in teachers' judgments of the vocational potential of the mentally retarded. Dissertation Abstracts International, 1977(Jun.), 37(12-A, Pt. 1), 7679.

See Mental Retardation.

Alper, S., & Retish, P.M. The influence of academic information on teachers' judgments of vocational potential. Exceptional Children, 1978, 44(7), 537-538.

See Mental Retardation.

Anderson, E.M. Special schools or special schooling for the handicapped child? The debate in perspective. Journal of Child Psychology & Psychiatry & Allied Disciplines, 1976, 17(2), 151-155.

Maintains that emphasis in the education of children with either physical or mental handicaps should be on the method of education (special schooling) rather than on the location (special schools) of the facility. A continuum of the provision of education ranging from placement of a child in an ordinary class with no modifications to placement in highly specialized institutions is seen as a more useful approach to the education of exceptional children. The main points along this continuum and results of evaluative studies of the differenct forms of special educational provision are discussed. (M. Ellison-Pounsel) (PA)

Baker, J.; King, A.; McLeod, M.; & Meloff, K. Influence of attitudes in the life of a disabled child's growth to maturation. Summary of Conference Proceedings, 15th Annual Meeting of the Canadian Rehabilitation Council for the Disabled, Toronto, Canada, May 1977.

See Attitudes of Family Members.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Barger, J.D.F. A comparison of the self concepts of exceptional and nonexceptional students in various classroom settings. Dissertation Abstracts International, 1978(Nov.), 39(5-A), 2863-2864.

See Learning Disabilities.

Berman, D.S., & Fry, P.B. Pariah or paragon? Student teachers' evaluations of enrolling mentally ill students. Psychology in the Schools, 1978, 15(4), 529-532.

See Mental Illness.

Best, G.A. Mainstreaming characteristics of orthopedically handicapped students in California. Rehabilitation Literature, 1977, 38(6-7), 205-209.

See Mobility Impairment.

Bleck, E.E. Integrating the physically handicapped child. The Journal of School Health, 1979, 49(3), 141-146.

A sometimes paternalistic discussion of disabled children who are being integrated into the public school system. The article provides statistics on children being mainstreamed and on the costs of this mainstreaming. Most of the article, however, is devoted to a discussion of the major disabilities and their educational implications. Those discussed at some length are: cerebral palsy, muscular dystrophy, spina bifida, osteogenesis imperfecta, juvenile rheumatoid arthritis, amputation, and arthrogryposis. The author concludes with his commentary on why educational integration has come about, how it can positively affect the nondisabled children in the classroom, and how medical professionals can facilitate the mainstreaming process.

Brownell, G.A. The effect of teachers' expressed attitude on interactions, sociometric ratings, and academic achievement of mentally retarded children in the integrated classroom. Dissertation Abstracts International, 1978 (Apr.), 38(10-A), 6003-6004.

See Mental Retardation.

Budoff, M. Engendering change in special education practices. Harvard Educational Review, 1975, 45(4), 507-526.

Chapter 766 is a 1972 Massachusetts law designed to meet the special needs of all children and the education of the handicapped in particular. Its importance and implications, and the magnitude of the problems of implementing it, are reviewed. (C.M. Franks) (PA)

Buttery, T.J. Affective response to exceptional children by students preparing to be teachers. Perceptual and Motor Skills, 1978, 46(1), 288-290.

A survey of the affective responses of students preparing to teach in regular classrooms in Georgia. Subjects were asked to evaluate ten types of exceptional children. The instrument was divided into two parts, the first part assessing reactions to the placement of one "exceptional" child in the classroom, and the second part assessing the reaction to the placement of more than one disabled child in any class. Significant differences were found in factor scores for the semantic differentials as follows: "activity" -- physically handicapped and battered abused; "evaluative" -- learning disabled, educable mentally retarded, emotionally disordered, physically handicapped, visually impaired, and battered abused; and "potency" -- same as "evaluative," above, plus speech impaired. In all instances, attitudes were more favorable toward the placement of one disabled child in a regular class than toward the placement of more than one in any class.

Byrnes, M.A. Positive attitudes: A must for special programs in public schools. Teaching Exceptional Children, 1976, 8(2), 82-84.

An article which deals with the need to prepare teachers and administrators for the development and functioning of good special education classes. Visibility is seen as a key to acceptance.

Carey, J.A. The interrelationship between teacher skill knowledge, attitude toward, knowledge of and behavioral interactions with handicapped children in the regular classroom. Dissertation Abstracts International, 1978(Apr.), 38(10-A), 6051-6052.

An assessment of the relationship between teachers' attitudes toward disabled children, teachers' knowledge of placement of disabled children, teachers' knowledge of skills for dealing with disabled children in a regular classroom, and teachers' behavioral interactions with a targeted disabled child. A number of significant correlations were found, including ones between: 1) attitude and placement knowledge, 2) attitude and skill knowledge, 3) attitude and "corrective prohibitory interactions," 4) skill knowledge and "corrective prohibitory interactions," and 5) attitude and managerial interactions. The author discusses these findings in terms of preservice and inservice training for regular classroom teachers.

Carpenter, R.D. A follow up study of selected Illinois public school principals' attitudes and knowledges of mainstreaming handicapped children. Dissertation Abstracts International, 1976(Dec.), 37(6-A), 3547.

A follow up study assessing the long-term effects of a training program for school principals. The research sought to answer three questions. 1) whether there was a significant gain or loss in attitude and knowledge of mainstreaming concept scores, 2) whether there was program progress and implementation in terms of mainstreaming, and 3) what workshop factors were judged by participants to have been most instrumental in causing change. Although neither the first nor the second research question resulted in significnt findings, the author does note considerable progress in individual schools. The third question, a descriptive one, elicited no single factor response, but, rather, a report of overall positive program progress in a less restrictive, mainstream climate.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Carpenter, R. Get everyone involved when you -- Mainstream your children. Instructor, 1975, 85(1), 181-188.

An article in which the author views separation of disabled children from the mainstream as a way of creating a handicapped subculture in which the disability becomes the focus of a child's life. Also, he notes that nondisabled children are also deprived because of lack of exposure to ways of coping with disability. Mainstreaming is advocated; teacher and administrator preparation is stressed. Also, parent and children involvement is vital for growth-oriented integration.

Carroll, C.F., & Reppucci, N.D. Meanings that professionals attach to labels for children. Journal of Consulting and Clinical Psychology, 1978, 46(2), 372-374.

See Mental Illness.

Christensen, G. The circle of human needs. Instructor, Mar. 1976, 103-106.

An interview related to "exceptionality." The question and answer format deals with definitions of "exceptional," differences and similarities among children, educational programming, social attitudes, labeling, and mainstreaming.

Clark, E.A. Teacher attitudes toward integration of children with handicaps. Education & Training of the Mentally Retarded, 1976, 11(4), 333-335.

Describes changes in the attitudes of teachers who were untrained in special education but had mentally or physically handicapped preschoolers placed into their normal classroom. Attitudes changed toward favorable agreement with the following proposals: (a) Modification of class routines is necessary to accommodate integration. (b) Similar instructional competencies are effective with both normal and exceptional children. (c) All exceptional children in a particular category will not necessarily respond in concert to a particular educational methodology. (d) Staff insight will not necessarily enable a child to respond with the parameters of normalcy. (e) Physically impaired children are not necessarily easier to accommodate than mentally impaired children. (A.C. Moltu) (PA)

Clark, E.J. The efficacy of systematic desensitization as a strategy to affect attitude change in teachers toward severely handicapped children. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 4178.

An evaluation of the effectiveness of reducing anxiety and improving the attitudes of special education students toward severely handicapped children. Subjects were assigned to one of three treatment groups: 1) seven sessions of relaxation training and systematic desensitization through imagery; 2) seven sessions of relaxation training and systematic desensitization through "real" presentations; and 3) no training. Although both treatments resulted in positive change, there was no significant difference between treatments. Furthermore, findings failed to support the hypothesis that anxiety is directly related to attitudes tward disabled persons. Recommendations are made for further research in attitude change.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Cohen, S. Teacher receptivity to the concept of parent participation in the education of handicapped children: Some preliminary findings. Rehabilitation Literature, 1977, 38(5), 151-153.

See Attitudes of Family Members.

Cole, P.G. Parents' and teachers' estimates of the social competence of handicapped and normal children. Australian Journal of Mental Retardation, 1976, 4(4), 1-8.

See Attitudes of Family Members.

Coleman, P.G.; Eggleston, K.K.; Collins, J.F.; Holloway, B.D.; & Reider, S.K. A severely hearing impaired child in the mainstream. Teaching Exceptional Children, 1975, 8(1), 6-9.

See Hearing Impairment.

Connor, L.E. Mainstreaming a special school. Teaching Exceptional Children, 1976, 8(2), 76-80.

See Hearing Impairment.

Cook, J.W., & Wollersheim, J.P. The effect of labeling of special education students on the perceptions of contact versus noncontact normal peers. The Journal of Special Education, 1976, 10(2), 187-198.

See Mental Retardation.

Cooke, T.P.; Apolloni, T.; & Cooke, S.A. Normal preschool children as behavioral models for retarded peers. Exceptional Children, 1977, 43(8), 531-532.

See Mental Retardation.

Copeland, A.P., & Weissbrod, C.S. Differences in attitudes toward sex-typed behavior of nonretarded and retarded children. American Journal of Mental Deficiency, 1976, 81(3), 280-288.

See Mental Retardation.

Corkern, C.K.R. A study of teachers' attitude and knowledge about handicapped individuals placed in the least restrictive environment. Dissertation Abstracts International, 1979(Mar.), 39(9-A), 5445.

A study to assess the relationship between knowledge of disability and attitudes toward disabled people, as well as the relationship of several demographic characteristics and of exposure to disabled people and knowledge/attitude scores. Subjects' knowledge and attitudes were assessed using the Attitude-Knowledge Scale of Exceptional Individuals. Results indicated significant differences as a result of familial exposure to disabled individuals and classroom experience with disabled persons. There were also differences found in knowledge with females, education majors, non-teachers involved in work with disabled people, and teachers involved with disabled people scoring higher than others.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

The Council for Exceptional Children: Highlights for classroom teachers. Teacher, May/June 1977, 47.

A brief report on the Council's 55th Annual International Convention which addresses mainstreaming issues, such as teacher attitudes, teaching techniques, and parent involvement.

Crissey, M.S. Mental retardation: Past, present, and future. American Psychologist, 1975, 30(8), 800-808.

See Mental Retardation.

Curtis, M.A. Counseling in schools for the deaf. American Annals of the Deaf, 1976, 121(4), 386-388.

See Hearing Impairment.

Dailey, J.L. Modifying undergraduates' attitudes toward the handicapped by means of video tapes. Dissertation Abstracts International, 1978(Nov.), 39(5-A), 2865.

A study which attempted to determine the relative attitudes toward disabled people of special education majors and majors in other disciplines, and the effects of two types of intervention on their attitudes toward disabled persons. The two treatment conditions were: 1) participation in an introductory special education course in which videotapes of disabled children were used, and 2) participation in the same course without videotapes. Attitudes were assessed using the Attitudes Toward Disabled Persons Scale (ATDP) and the Handicapped Subscale of the Special Vocational Needs Attitude Scale (SVNH). Results showed two significant differences: 1) Subjects who were in the class which used videotapes scored more positively on the ATDP than those in the class without videotapes; and 2) the "videotape" treatment was more effective in improving SVNH scores for non-special education majors, while the "no videotape" treatment was more effective in improving SVNH scores for special education majors. There was no significant difference in attitudes between those majoring in special education and those majoring in other disciplines.

Davie, R. Children and families with special needs. AEP (Association of Educational Psychologists) Journal, 1976, 4(1), 1-9.

See Attitudes of Family Members.

Dewar, R.L. Attitudes of elementary teachers toward handicapped students. Dissertation Abstracts International, 1978(Apr.), 38(10-A), 6052.

A report on the development of a scale to measure regular classroom teachers' attitudes toward educational mainstreaming. The author relates the careful procedure followed to construct the measurement instrument and the pilot study conducted to assess its reliability and validity. He concludes with information on the generalizability of the scale, which he calls the Teacher Preference Scale for Progressive Integration of Exceptional Children. He reports a number of findings from the pilot study on differences in responses predicted by teacher demographic characteristics.

Dillon, S.L. Attitudes of in-service elementary school teachers in the San Diego public schools regarding persons with epilepsy. Dissertation Abstracts International, 1979(May), 39(11-A), 6974-6975.

See Epilepsy.

Dodge, P.R. Neurological disorders of school-age children. Journal of School Health, 1976, 46(6), 338-343.

See Attitudes of Family Members.

Dunlop, K.H. Mainstreaming: Valuing diversity in children. Young Children, 1977, 32(4), 26-32.

A discussion of mainstreaming in the classroom. Included is a section entitled, "Characteristics of a Successfully Mainstreamed Classroom."

Dunst, C.J. Attitudes of parents with children in contrasting family education programs. Mental Retardation Bulletin, 1976, 4(3), 120-132.

See Attitudes of Family Members.

Dykes, M.K. Competency needs of special educators of crippled and other health-impaired children. The Journal of Special Education, 1975, 9(4), 367-374.

A report on information gathered through a questionnaire which was developed and distributed nation-wide to selected teachers. Items on the questionnaire involved information on the cognitive skills needed by teachers and administrators for working with disabled children. One finding was that there was a need for academic course work and supervised practice training related to most of the competencies included in the study.

Elias, S.F.; Sigelman, C.K.; & Danker-Brown, P. Interview behavior of and impressions made by mentally retarded adults. American Journal of Mental Deficiency, 1980, 85(1), 53-60.

See Mental Retardation.

Engel, R., & Gold, B. Serving hearing and deaf in an integrated program. The Pointer, 1977, 21(3), 18-24.

See Hearing Impairment.

Exciting new program brings science to handicapped children. Closer Look Report, Winter-Spring 197", 6.

A description of a creative and individually tailored science curriculum which mainstreams blind, deaf, and emotionally disturbed children into classrooms with nondisabled children. The program exists in Washington, D.C., but can be adapted easily to other schools.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Fenton, T.R. The effects of inservice training on elementary classroom teachers' attitudes toward and knowledge about handicapped children. Dissertation Abstracts International, 1975(Mar.), 35(9-A), 5966.

A report on evaluation of inservice training to prepare regular classroom teachers for the mainstreaming of disabled children into their classes. Pre-test and post-test data on 546 teachers were collected to investigate: 1) Which types of inservice training programs are most effective in improving teachers' attitudes toward disabled children? 2) Which are most effective in increasing knowledge of proper placement for disabled children? 3) Does sex of subject or years of teaching experience affect either attitudes or knowledge? Results indicated no relationship between sex of subject or experience and attitudes or knowledge. There were significant changes as a result of training; however, attitude and knowledge changes were, for the most part, in the opposite direction (negative). The author emphasizes that this is contrary to most research.

Fisher, E.B. An evaluation of a student teaching center approach in special education to developing teacher characteristics and attitudes at Kean College of New Jersey. Dissertation Abstracts International, 1975(Dec.), 36(6-A), 3563.

An evaluation of a new program designed to give student teachers specialized direct and indirect exposure to disabled children. Twenty-five volunteer subjects were assigned to the experimental group; another 25 volunteers were assigned to a control group. The experimental approach emphasized greater exposure to disabled children and more interaction among teachers to share experiences. There were significant differences in post-test findings on two of the five teacher behavior characteristics selected for measurement. Teachers who had participated in the experimental program scored higher than those in the control group on a factor dealing with "warm, kindly, humanistic teacher behavior" and one dealing with "businesslike, task-oriented teacher behavior." The author suggests ways in which the new training approach can be expanded to produce even more beneficial results.

Foley, J.D. Teacher attitudes toward the handicapped and placement preferences for exceptional students. Dissertation Abstracts International, 1978(Aug.), 39(2-A), 773.

A survey which attempted to relate attitudes toward disabled people (as measured by the Attitudes toward Disabled Persons Scale), attitudes toward educational mainstreaming (as measured by the Classroom Integration Inventory), and demographic characteristics of teachers (age, sex, teaching level, amount of experience with disabled children, and number of courses taken related to disabled children -- as measured by the Personal Data Questionnaire). Results indicated no relationship between attitudes and demographic characteristics. There were, however, differences in placements for particular students based on teacher demographic characteristics. Placement differences by teacher demographic group were affected by the nature and extent of the child's disability. In general, teachers were in favor of educational mainstreaming, but felt supportive services were necessary to successful integration.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Foley, J.M. Effect of labeling and teacher behavior on children's attitudes. American Journal of Mental Deficiency, 1979, 83(4), 380-384.

See Learning Disabilities.

Forness, S.R. Behavioristic orientation to categorical labels. Journal of School Psychology, 1976, 14(2), 90-96.

Special education is undergoing considerable change in the use of categorical or diagnostic labels for handicapped children. Much of the impetus for change has come from the widespread use of behavioristic approaches in education. Three examples of the new orientation are discussed: a noncategorical reconceptualization, an operational noncategorical school program in an inpatient hospital, and an operational noncategorical learning center in a public school system. All programs service emotionally disturbed, learning disabled, mentally retarded, and visually and hearing handicapped children. The latter two programs also service autistic, minimally brain damaged, severely to mildly retarded, and multiple handicapped children. (Journal abstract) (PA)

Foster, G., & Ysseldyke, J. Expectancy and halo effects as a result of artificially induced teacher bias. Contemporary Educational Psychology, 1976, 1(1), 37-45.

See Learning Disabilities.

Foster, G.G., & Salvia, J. Teacher response to label of learning disabled as a function of demand characteristics. Exceptional Children, 1977, 43(8), 533-534.

See Learning Disabilities.

Fox, A.M. Review: The special education needs of physically handicapped children. Child Care, Health & Development, 1976, 2(1), 45-71.

Discusses the importance of placing handicapped pupils in regular schools rather than in special education settings which may be too restrictive to provide a model of normal behavior and an adequate breadth of curriculum. Problems of low educational attainment, psychiatric disturbance, family adjustment, and school-leaving in the handicapped are noted. The professional roles of the medical practitioner, nurse, physical therapist, occupational therapist, and speech therapist are described to enable teachers, psychologists, and parents who use the present review to better utilize these professionals' skilld. Types of physical handicaps and attendant educational problems are described for the short child, fat child, epileptic child, and the child with cerebral palsy, spina bifida, and hydrocephalus, or muscular dystrophies. Problems associated with children who have impaired mobility and diabetes mellitus are also addressed. It is concluded that attainment of educational goals for handicapped pupils may be effected through strategic thinking rather than through more simplistic tactical methods, and that this approach requires a merging of many professional skills into a comprehensive whole. (A.C. Moltu) (PA)

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Frank, H., & Buttgereit, B. Classroom behavior of special school teachers. International Journal of Rehabilitation Research, 1979, 2(4), 489-497.

See Learning Disabilities.

Fraser, B.C. Integration. Child Care, Health & Development, 1977, 3(3), 201-211.

Examines the problems of integrating the disabled child in the ordinary school. The child's adaptation and adjustment are briefly discussed, and the influence on these of the home, medical, and educational services is considered. Handicap is seen as being created by a combination of the functional limitations imposed by the disability and by the reaction of society to it. Successful integration is considered to be in some way dependent on efforts that will reduce both this secondary socially induced handicap and also any peer group stigmatization. Positive professional attitudes and intensive family-centered support and guidance are considered essential to the successful habilitation of the disabled child. (Journal abstract) (PA)

Frostig, M. Education for dignity. New York, NY: Grune & Stratton, 1976.

Discusses the special educational needs of handicapped children and how these needs can be translated into practical teaching methods. Suggestions for psychologists, teachers, and other professionals working with these children are presented. Topics include promoting behavioral changes through the classroom structure, evaluating and planning individualized programing for the child with special educational needs, and educating for social and moral development. (PA)

Gallagher, J.J. Planning for early childhood programs for exceptional children. Journal of Special Education, 1976, 10(2), 171-177.

Notes that two major educational trends for the past decade have intersected, a conjunction which needs the attention of special educators. These trends are the rapid expansion of preschool programs for the handicapped, and the increased demand upon educators at all levels for systematic planning. Adoption of a proposed systematic planning model allows (a) definition of the scope of the problem addressed; (b) identification of alternative strategies to solve the problem; (c) choice of explicit criteria for selection of strategy; (d) a detailing of the needed resources to carry out a strategy; and (e) a plan for evaluation and accountability. Special educators need to learn the language of planning in order to take advantage of the virtues of this system. Two major problems remaining are that a long-range plan, once stated, becomes inflexible and that without budget control it becomes impractical. Nevertheless, current money shortages and lack of public confidence make it crucial that special educators learn how to use these new tools effectively. (Journal abstract) (PA)

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Gerke, R.E. The effects of mainstreaming on the self-concept and reading achievement of exceptional children at the elementary level. Dissertation Abstracts International, 1976(May), 36(11-A), 7337-7338.

See Mental Illness.

Gickling, E.E., & Theobald, J.T. Mainstreaming: Affect or effect. The Journal of Special Education, 1975, 9(3), 317-328.

An article which describes a survey of teacher attitudes toward mainstreaming and examines the needs of teachers concerning this issue. Results indicate that mainstreaming is far from universally acceptable, and the authors suggest further assessment and sufficient service-delivery models.

Goldstein, K.E.D. A comparative study of university students, professionals, and community attitudes toward mental retardation. Dissertation Abstracts International, 1979(Mar.), 39(9-A), 5446.

See Mental Retardation.

Gonzales, W.R. Definition and needs of the severely retarded, multiply handicapped individual as perceived by professionals outside of special education. Dissertation Abstracts International, 1978(Mar.), 38(9-A), 5392-5393.

A comparison of the attitudes toward and knowledge of disability of four groups on non-special education personnel: doctors, lawyers, school teachers, and clergy. Results indicate that the four groups defined a severely retarded, multiply handicapped individual similarly. There were some differences among groups: 1) Doctors were more concerned about physical problems, lack of language skills, and inability to learn than were the other groups. 2) Teachers and clergy were more concerned than lawyers or doctors about training disabled people. 3) Lawyers and doctors responded similarly on most questions. All subjects indicated that education and vocational training were the needs being met most effectively, and that programs in their own communities were the needs least effectively met.

Gottlieb, J.; Gampel, D.H.; & Budoff, M. Classroom behavior of retarded children before and after integration into regular classes. The Journal of Special Education, 1975, 9(3), 307-315.

See Mental Retardation.

Green, S.C.; Kappes, B.M.; & Parish, T.S. Attitudes of educators toward handicapped and non-handicapped children. Psychological Reports, 1979, 44 (3, Pt. 1), 829-830.

A study to examine the attitudes of various educators toward four labeled groups of children. Subjects were 111 educators who rated labeled groups on the Personal Attribute Inventory. Each completed one form for each of the four target groups: "gifted," "normal," "mentally retarded," and "severely multiply handicapped" children. There were no significant differences between educator categories (teachers, teacher assistants, and ancillary professional personnel), nor were there significant differences between school settings of subjects (institution or public school). However, as hypothesized, there were significant differences in ratings of different target groups, with gifted children rated more positively than "normal" children, and "normal" children rated more positively than either of the two disabled groups, which, in turn, did not differ from each other.

Greene, W.R. Teacher attitude in Nevada toward inclusion of mentally retarded children in the public schools. Dissertation Abstracts International, 1977(Apr.), 37(10-A), 6401.

A study which attempted to examine differences in attitudes of teachers toward the placement of mentally retarded children in regular classrooms. A number of demographic characteristics were studied to determine their effectiveness in predicting responses on the Rucker-Gable Educational Planning Scale. Results indicated no significant differences related to sex of subject level of formal education, or years of teaching experience. There was, however, a significant difference between responses of regular classroom teachers and special education teachers, with regular teachers expressing greater preference than special education teachers for total staff involvement in program efforts for mentally retarded children. The author recommends further research to ascertain the cause of this difference.

Greer, B.G. Attitudes of special education personnel toward different types of deviant persons. Rehabilitation Literature, 1975, 36(6), 182-184.

A study measuring the attitudes of 99 special educators toward the physically and mentally disabled person, on the one hand, and those towards victims of alcoholism, on the other. In general, findings indicate that perceptions of the physically and mentally disabled persons were more favorable when compared to attitudes toward alcoholics. However, special education personnel were more demanding of the physically and mentally disabled group, and more lenient with alcoholics. Rehabilitation programs for alcoholics were viewed as much less effective than those involving the other two groups.

Guralnick, M.J. The value of integrating handicapped and nonhandicapped preschool children. American Journal of Orthopsychiatry, 1976, 46(2), 236-245.

Proposes a conceptual and empirical framework to promote the development of handicapped preschool children through involvement with nonhandicapped peers. The need for systematically designed interaction is stressed and related to research on peers as agents of change. Two studies of social play and language use among preschool children are offered as examples of the effectiveness of nonhandicapped children as educational and therapeutic resources. A framework for future research is discussed, and relevant variables are identified (e.g., chronological age of peer group, level of observational skills of handicapped children, type of behavior, and modeling context). (Journal abstract) (PA)

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Haire, C.D. Effects of an inservice education model for supportive personnel on factors regarding exceptional children. Dissertation Abstracts International, 1976(Nov.), 37(5-A), 2796.

An assessment of a six-week inservice education program for support personnel. Subjects were 34 support staff in the same school district. Of these, 19 were non-special education professionals. There were three pre-test to post-test measures: "felt need" for improvement in various areas related to disabled children, attitudes, and knowledge. All measures were developed by the researcher herself. Results indicated no differences between special education and non-special education personnel. There were also no significant differences, pre-test to post-test on the attitudes or knowledge measure. However, there was a significant increase on responses to the "felt needs" measure. The author concludes by emphasizing the usefulness of the inservice training and by suggesting further research.

Hamalian, C.S., & Ludwig, A.J. Practicum in normalization and advocacy: A neglected component in teacher training. Education & Training of the Mentally Retarded, 1976, 11(2), 172-175.

Argues that the child-like demeanor and inappropriate behavior developed by the handicapped often results from teachers' and other adults' stereotyped treatment of these individuals. A program is described in which undergraduates enrolled in the introductory course of a special education sequence are required to locate and obtain the approval of a handicapped adult living in the community and engage the individual in social interaction for a minimum of 25 hours. The student keeps a log of at least five sessions and records the goal of each meeting, the activity, and a descriptive account of the interaction and reactions of the participants. The benefits of such an approach to teaching students about the problems (e.g., social isolation, lack of opportunity to participate in community life, and inadequacy of public transportation) of the handicapped are discussed. (M. Ellison-Pounsel) (PA)

Harasymiw, S.J., & Horne, M.D. Integration of handicapped children: Its effect on teacher attitudes. Education, 1975, 96(2), 153-158.

Investigated the effect of a program designed to prepare teachers for integration of handicapped students into the regular class. Three hundred and fifty-two teachers from integrated (E) and nonintegrated (C) schools were administered an attitudinal instrument. Findings indicate that the E teachers had more favorable attitudes. No significant differences were found between the attitudes of males and females nor between the number of special education courses taken and favorable attitudes. Younger teachers evidenced significantly more favorable attitudes, and a partial relationship was noted between the year of degree confirmation and attitudes. (Journal abstract) (PA)

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Harasymiw, J., & Horne, M. Teacher attitudes toward handicapped children and regular class integration. Journal of Special Education, 1976, 10(4), 393-400.

"A questionnaire, composed of 52 Likert and Social Distance type questions, was designed to elicit attitudes of teachers toward disabilities, legal issues of integrating handicapped children into the regular classroom, and other related topics." (p. 395) Findings indicated that teacher attitudes could be modified through inservice training, contact with disabled children, and administrative support.

Haring, N.G. Educational services for the severely and profoundly handicapped. The Journal of Special Education, 1975, 9(4), 425-433.

An article which addresses the issues involved in de-institutionalization of disabled people and the responsibilities of society to provide appropriate educational services that will encourage increased autonomy and productivity. The legal mandates involved in establishing educational objectives for disabled people are discussed. Also, the author discusses the change in attitude: "...we have changed our attitudes about our responsibility to provide educational services to all children, regardless of handicap." (p. 427) Basic skills and competencies for teachers are cited.

Harlan, J.D., & Leyser, Y. Head Start teachers' use of verbal encouragement. Exceptional Children, 1980, 46(4), 290-292.

An observational assessment of the ability of Head Start teachers to effectively meet the needs of disabled children. Subjects were 20 teachers of mentally retarded, physically disabled, speech-impaired, and emotionally disturbed children. Analysis was made of all verbal contact between students and teachers. Results showed that teachers offered more support to disabled children than to nondisabled ones, and they demonstrated the following behaviors more often with disabled than with nondisabled children: encouragement and approval, promotion of independence, guidance toward social interaction with peers, and total communication. In addition, it was found that teacher behaviors were significantly different with different groups of disabled children. Teachers gave more encouragement to mentally retarded children than to all others, and more to physically disabled children and speech-impaired children than to ones with emotional problems. A nonsignificant increase in criticism toward emotionally disturbed children was found. The authors conclude that Head Start teachers, on the whole, exhibit positive attitudes toward disabled children, but that they need further training to deal with emotionally disturbed children.

Hawisher, M.F. An evaluation of an experimental early childhood curriculum designed to create an accepting scholastic environment for the mildly physically handicapped youngster. Dissertation Abstracts International, 1978(Jun.), 38(12-A), 7137-7138.

An attempt to evaluate the effectiveness of two types of training on the attitudes of first graders toward physically disabled peers. Three groups were assessed, using the Children's Attitude Toward Handicapped Youngsters (CATHY) scale and behavioral data. Group I subjects were exposed to a disabled child and were participants with the child in teacher-directed activities designed to promote awareness of the disabled child's needs and feelings. Group II subjects were exposed to a disabled child, but participated in no such tasks. Group III subjects were exposed to neither the child nor the tasks. As hypothesized, those who had come in contact with the child evidenced more positive attitudes toward the child. Furthermore, behavioral data showed that those in the exposure/tasks group responded more positively toward the child than those in the exposure only group.

Herr, D.E.; Algozzine, R.F.; & Heuchert, C.M. Competencies of teachers of the mildly handicapped. The Journal of Special Education, 1976, 10(1), 97-106.

A study which intended to: (1) compile an exhaustive list of teaching competencies from literature and research believed to be effective in the education of mildly handicapped children, (2) survey teachers of mildly handicapped children in order to delimit which of the competencies are perceived to be generically important and which are category specific, (3) use factor-analytic procedures to delimit a number of clusters of perceived important teacher competencies.

Hessler, J. College education for the severely disabled. American Rehabilitation, 1976, 1(5), 29-33.

An article which addresses attitudes which confront disabled college students. The author states that attitudes constitute the major barrier on college campuses. He also briefly describes mobility, housing, and special needs, e.g., for blind students and deaf students. Environmental modifications are also addressed.

Hickerson, R.L. Classroom behavior as a function of activity setting. Dissertation Abstracts International, 1978(Jun.), 38(12-A), 7269.

A study which attempted to make comparisons among three types of classroom setting: regular classroom with no disabled students, regular classroom with one disabled student integrated, and special classroom. The purpose of the study was to compare and contrast among the three situations the observed behavior of students and teachers. Most differences, however, appear to have resulted more from uncontrolled differences among these classes than from the classroom setting itself. It was observed that more interdependent behavior occurred in the special classes than in either regular class, and more occurred in the integrated regular class than in the nonintegrated regular class. It was also noted that, as in other observational studies, disabled children were generally isolated by their nondisabled peers. The author recommends further research in this area, and he discusses the applicability of the methodology developed for the study to future research.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Hill, P.M., & Hill, A.L. MR knowledge of undergraduate and graduate students. Mental Retardation, 1976, 14(3), 26-28.

See Mental Retardation.

Himes, J.W. Selected educators' perceptions concerning the successful integration of handicapped children into the regular classroom. Dissertation Abstracts International, 1977(May), 37(11-A), 7072-7073.

A report on the development of a survey and on results from this survey on variables considered by educational personnel to be important to successful integration of disabled children into regular classrooms. An open-ended technique was used to develop the survey instrument. One hundred elementary school teachers were asked to list the ten variables they considered most crucial to successful mainstreaming of disabled children. These were grouped into categories of similar items, and the list of the ten most frequently occurring variables was distributed for rank ordering to a second sample, composed of classroom teachers, special education teachers, and principals in two school districts. Results failed to show any significant differences either between school districts or among professional groups. The ten variables and their final ordering were: 1) teacher aides, 2) small class size, 3) prescription programs, 4) resource teachers, 5) instructional materials and equipment, 6) administrative support, 7) parent support and involvement, 8) inservice training for teachers, 9) counselors, and 10) curriculum library.

Hoben, M. Toward integration in the mainstream. Exceptional Children, 1980, 47(2), 100-105.

Considers that the purpose of educating handicapped students in the mainstream is more than having them merely present in regular classes; the intent is that they will become integral parts of their class environments. The challenge facing both special and regular educators in ensuring that integration is the outcome of mainstreaming is detailed with respect to assessing nonacademic factors (student interaction, classroom climate, and self-concept of the handicapped student) and restructuring the classroom to encourage interaction. (PA)

Hughes, J.H. Relationship of selected variables to attitudes of vocational education teachers toward mainstreaming handicapped students. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 4181-4182.

A study to determine the relationship, if any, between the attitudes of vocational education teachers toward mainstreaming disabled people and a number of demographic and nondemographic teacher variables. Instruments used to collect data were the Attitudes Toward Handicapped Individuals scale, the Education Scale VII, the Change Orientation Instrument, a subset from the M-Scale, and a biographic data sheet. Major findings include: 1) Attitudes toward disabled individuals, change orientation, and traditionalism were significantly related to attitudes toward mainstreaming; 2) There was a significant relationship between experience with disabled individuals and attitudes toward mainstreaming; 3) Teachers' traditionalist educational orientation was significantly related to attitudes toward mainstreaming; and 4) Demographic factors, such as age, sex, vocational program area, size of school, number of years teaching, etc., and a nondemographic factor, progressive orientation, were not related to teachers' attitudes toward mainstreaming.

Ianacone, R.N.; Stodden, R.A.; & Lazar, A.L. An analysis of perceptions and attitudes toward the concepts "disabled" and "handicapped" and the effects of prestructured definition upon the concepts. Mental Retardation Bulletin, 1978, 6(1), 30-40.

Studied the perceptions and attitudes of preservice special education trainees toward two concepts used in educational programming -- "disabled" and "handicapped." The effects of predetermined knowledge of the concepts on subjects' perceptions and attitudes were also analyzed. Forty undergraduates were randomly divided into two equal groups: Group 1 was given predetermined definitions concerning the concepts measured, while Group 2 was not. A semantic differential was constructed and data were analyzed through an ANOVA for differences between and within semantic factors, concepts, and groupings. Results show a lack of significant difference between the two concepts or between responses of the two groups. "Handicapped" was considered to have greater positive acceptance than "disabled," and evaluation (as opposed to activity and potency) was found to be the most discriminant factor. (Journal abstract) (PA)

Ingram, R.H. A study to determine the attitudes of selected public school teachers toward handicapped children in West Virginia. Dissertation Abstracts International, 1977(Jun.), 37(12-A, Pt. 1), 7685.

A study in which the attitudes toward mainstreaming of regular elementary and secondary school teachers were compared with those of education specialists. Results showed a significant difference between the attitudes of the two populations, with education specialists responding much more favorably to integration of classroom issues. Teachers, on the other hand, responded quite negatively to mainstreaming. This suggests that the mainstreaming concept is best understood by those who do not deal regularly with the children being mainstreamed. The author concludes with recommendations for further training of regular classroom teachers in special education techniques.

Jackson, R.D. The effects of an integrated pre-school setting on handicapped and nonhandicapped children: An explorative and comparative study of selected behavioral characteristics, parent and teacher attitudes. Dissertation Abstracts International, 1977(Mar.), 37(9-A), 5743-5744.

See Attitudes of Disabled Persons.

Jamison, H.J. Teacher acceptance of "mildly handicapped" children after teacher effectiveness training (T.E.T.). Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1476.

A study to evaluate the effectiveness of a teacher training program on regular classroom teachers' attitudes toward mildly disabled children. The measure used to assess attitude change was the number of positive reinforcing behaviors directed toward the disabled children before and after participation in the training program. Results failed to show increases either in positive reinforcing behaviors or in "proximity" reinforcers. Furthermore, training failed to narrow the discrepancy, observed prior to training, between verbalized views and actual classroom behavior. The author concludes that teacher biases about mainstreamed mildly disabled children can not be resolved through short-term training. He recommends instead a longer (1-2 years) program of inservice education to assist regular classroom teachers in dealing with disabled children.

Johnson, A.B., & Cartwright, C.A. The roles of information and experience in improving teachers' knowledge and attitudes about mainstreaming. The Journal of Special Education, 1979, 13(4), 453-461.

A study to measure the effects of information, experience, and a number of demographic variables on regular classroom teachers' knowledge of and attitudes toward educational mainstreaming. Subjects were 84 teachers who were enrolled in classes as follows: 1) Information only -- enrolled in a course providing information on mainstreaming; 2) Experience only -- enrolled in a course providing experience with disabled children; 3) Information and Experience -- enrolled in both courses simultaneously. Post-tests on attitudes and knowledge were compared with pre-tests and across conditions. Results indicated that none of the three conditions were sufficient to increase knowledge of mainstreaming over pre-test scores. However, there was a significant increase in attitude scores as a result of the combined courses (Information and Experience) and the "Information only" condition. Selected demographic characteristics were not found to be related to scores.

Johnson, D.L. The open mainstreaming model. Journal of Teaching & Learning, 1976, 2(1), 26-33.

See Attitudes of Disabled Persons.

Johnson, D.W., & Johnson, R.T. Integrating handicapped students into the mainstream. Exceptional Children, 1980, 47(2), 90-98.

Considers that the most important aspect of mainstreaming is the establishment of accepting and supportive relationships between handicapped and nonhandicapped students. This may be accomplished by structuring cooperative learning experiences in which both groups work together to achieve learning goals. It is interaction within a cooperative context that promotes a process of acceptance. Competitive and individualistic learning experiences tend to promote a process of rejection within which the nonhandicapped students' negative impressions of handicapped peers are supported and increased. Practical procedures for structuring cooperative learning experiences are described (e.g., structuring the environment for acceptable physical proximity), using illustrations from the literature. Also outlined are ways in which regular and special education teachers can work collaboratively in promoting effective mainstreaming. (Journal summary) (PA)

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Johnson, J.E. Preferences and opinions of regular education teachers on the placement of educationally handicapped students in regular school programs. Dissertation Abstracts International, 1977(Mar.), 37(9-A), 5744.

See Learning Disabilities.

Johnson, M.S., & Fennell, D.A. Dispelling the myths of epilepsy -- The teachers' involvement. Educational Horizons, 1976, 55(1), 31-33.

See Epilepsy.

Kauffman, D.J. Effects of contact and instruction on regular classroom teachers' attitudes toward the mentally retarded. Dissertation Abstracts International, 1977(Aug.), 38(2-A), 729.

See Mental Retardation.

Keilbaugh, W.S. Attitudes of classroom teachers toward their visually handicapped students. Journal of Visual Impairment & Blindness, 1977, 71(10), 430-434.

See Visual Impairment.

Kennon, A.F., & Sandoval, J. Teacher attitudes toward the educable mentally retarded. Education & Training of the Mentally Retarded, 1978, 13(2), 139-145.

See Mental Retardation.

Kinnealey, M., & Morse, A.B. Educational mainstreaming of physically handicapped children. The American Journal of Occupational Therapy, 1979, 33(6), 365-372.

See Cerebral Palsy.

Kocijan, D.; Faber, B.; & Hajnšek, F. Education of epileptic children. (Yugo.) Socijalna Psihijatrija, 1975, 3(1), 39-42.

See Epilepsy.

Kurtz, P.D.; Harrison, M.; Neisworth, J.T.; & Jones, R.T. Influence of "mentally retarded" label on teachers' nonverbal behavior toward preschool children. American Journal of Mental Deficiency, 1977, 82(2), 204-206.

See Mental Retardation.

Kurzberg, P.A. A survey of selected Iowa principals' and superintendents' attitudes towards and knowledge of programming for handicapped students in the least restrictive environment. Dissertation Abstracts International, 1978(Dec.), 39(6-A), 3277.

A report on a survey administered to elementary school principals, secondary school principals, and school superintendents to measure their knowledge of and attitudes toward educational mainstreaming of disabled students. In general, it was found that administrators' attitudes toward mainstreaming did not differ significantly from those of the experts, but that administrators were less knowledgeable about the topic. Further analysis showed several other differences based on demographic data: 1) administrators with elementary teaching experience held more positive attitudes toward programming for disabled students; 2) those with elementary administrative training held more positive attitudes; and 3) administrators with 3-6 years of administrative experience had both the most positive attitudes and a tendency toward the most knowledge.

Kushman, K.M. A comparison of the effects of integrated and non-integrated preschool experience on degrees of social participation among able-bodied and multiply physically handicapped children. Dissertation Abstracts International, 1976(Mar.), 36(9-A), 5996.

See Attitudes of Disabled Persons.

Kuveke, S.H. School behaviors of educable mentally retarded children. Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1476.

See Mental Retardation.

Lake, M.E. Attitudes toward and knowledge of mildly handicapped students held by middle school general educators. Dissertation Abstracts International, 1978(Aug.), 39(2-A), 814-815.

A survey to assess knowledge of and attitudes of middle school general educators toward "mildly" disabled students. This information was collected by use of the Rucker-Gable Educational Programming Scale and the Personnel Survey Questionnaire. Results included indications that general educators have a willingness to serve disabled students, although not necessarily the knowledge necessary to serve them. The author interprets findings of the study to suggest greater involvement of general educators in program planning, preservice and inservice training, and increased communication among persons within the service delivery system.

Lance, W.D. Who are all the children? Exceptional Children, 1976, 43(2), 66-76.

Six short vignettes (1817-1980) from the history and projected future of special education are presented to reflect revolutionary strides in the move for educational opportunity. A discussion of changing attitudes and changing children describes the historical development of special education, focusing on recognition and labeling, social indictment, the "happiness first" motto, mainstreaming, evidence for needed reform, and the responsibility of the advocacy function. It is pointed out that there are more than nine million mentally and/or physically handicapped 0-21 year olds in this country who have difficulties in adjustment or learning and to whom the concept of exceptionality applies. This dynamic and expanding concept is viewed as interacting along three dimensions: (a) chronological age, (b) degree of variation from the norm in education-related performance, and (c) environ-

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

mental and cultural factors affecting the learner's accommodation to school programs. Finally, achieving the goal of education of all is considered in light of federal support, local assistance, the role of technology and the commitment of individual teachers. (A.C. Moltu) (PA)

Larson, S.L. The implications of labeling and diagnostic placements of children within schools in two Southeastern Nebraska communities. Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1440-1441.

See Learning Disabilities.

Lazar, A.L.; Orpet, R.; & Demos, G. The impact of class instruction on changing student attitudes. Rehabilitation Counseling Bulletin, 1976, 20(1), 66-68.

"The purpose of this study was to ascertain if the attitudes of university students in special education courses could be changed in specific directions. The findings of this study supported the notion that instructors can change the attitudes of their students with a carefully planned and sequenced instructional program." (Abstract)

Lazar, A.L.; Stodden, R.L.; & Sullivan, N.V. A comparison of attitudes held by male and female future school administrators toward instructional goals, personal adjustment, and the handicapped. Rehabilitation Literature, 1976, 37(7), 198-201.

A study of the attitudes of future school administrators using three different attitude instruments. The researchers found that sex made no difference when considering social adjustment, acceptance of the handicapped, and the nature of instructional goals. Results also indicated that those accepting and nonaccepting of the handicapped tended to share the same instructional goals.

Leone, P., & Retish, P. Affective differences among undergraduate students. Mental Retardation, 1977, 15(2), 13-15.

A study dealing with attitudinal differences toward children between undergraduates in special education and those in business and engineering. Both engineering and business students showed different attitudes than education students. The instrument used was a modified form of the Minnesota Teacher Attitude Inventory.

Levine, B.G. Attitudes of Head Start teachers and aides toward handicapped children. Dissertation Abstracts International, 1976(Oct.), 37(4-A), 2112-2113.

See Hearing Impairment.

Lieberman, L.M. The implications of noncategorical special education. Journal of Learning Disabilities, 1980, 13(2), 65-68.

See Learning Disabilities.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

McCaffery, L.J. Use of sociometric techniques with mentally retarded and learning disabled children. Group Psychotherapy, Psychodrama & Sociometry, 1976, 29, 111-112.

See Learning Disabilities.

McCauley, R.W.; Bruininks, R.H.; & Kennedy, P. Behavioral interactions of hearing impaired children in regular classrooms. The Journal of Special Education, 1976, 10(3), 277-284.

See Hearing Impairment.

McNally, A.R. One mainstreaming program that works. Teacher, 1975, 93(4), 39.

A brief description of a diagnostic-prescriptive resource program designed to accomplish mainstreaming. Individualization is stressed.

McQuay, S.L. Attitudes of community college faculty toward the deaf: A Guttman facet theory analysis. Dissertation Abstracts International, 1978 (May), 38(11-A), 6650-6651.

See Hearing Impairment.

MacMillan, D.L.; Jones, R.L.; & Meyers, C.E. Mainstreaming the mildly retarded: Some questions, cautions and guidelines. Mental Retardation, 1976, 14(1), 3-10.

See Mental Retardation.

MacMillan, D.L.; Morrison, G.M.; & Silverstein, A.B. Convergent and discriminant validity of Project PRIME's Guess Who?. American Journal of Mental Deficiency, 1980, 85(1), 78-81.

A report on a part of a large-scale evaluation of mainstreaming in Texas (Project PRIME). An instrument called Guess Who? was found to be valid for research and evaluation with disabled children and teachers. The instrument was given to 1,095 children in 143 self-contained special classes for "mildly handicapped" children and was found to provide a valuable sampling of children's perceptions of their peers' cognition and behavior. It was also found that teachers' ratings of pupils as "disruptive," "bright," or "dull" accurately reflected pupils' own perceptions of their peers.

Mallenby, T.W., & Mallenby, R.G. The personal space of hard-of-hearing children after extended contact with "normals." British Journal of Social & Clinical Psychology, 1975, 14(3), 253-257.

See Hearing Impairment.

Mandell, C.J., & Strain, P.S. An analysis of factors realted to the attitudes of regular classroom teachers toward mainstreaming mildly handicapped children. Contemporary Educational Psychology, 1978, 3(2), 154-162.

A study of the attitudes of teachers toward mainstreaming. The authors found that the following variables were significant predictors of a positive attitude toward mainstreaming: team-teaching, years of teaching experience (negative correlation), course in diagnosing learning and behavior problems, availability of resource teacher, previous special education teaching experience, number of courses taken in special education, number of students in classroom (25-27), and inservice training. The model was based on data collected from 90 regular teachers, 50 principals, and 51 special education teachers.

Mantovani, G. Professional role, social condition and operative image in mentally disadvantaged children. (Ital.) Archivio di Psicologia, Neurologia e Psichiatria, 1978, 39(2), 199-223.

See Mental Retardation.

Markova, I.; MacDonald, K.; & Forbes, C. Integration of haemophilic boys into normal schools. Child Care, Health & Development, 1980, 6(2), 101-109.

See Other Disabilities.

Martin, E.W. On Justice Douglas and education for the severely/profoundly handicapped. The Journal of Special Education, 1976, 10(2), 123-126.

A speech to the members of the American Association for the Education of the Severely/Profoundly Handicapped. The author presents a general view of the ethical issues involved in educating severely handicapped children. The speech is also a memorial to Justice Douglas and the principles to which he adhered.

Martin, E.W. The Deputy Commissioner of the Bureau of Education for the Handicapped talks about educational rights. Teacher, 1977, 94(9), 44-46.

A brief article in which the author supports the concept of mainstreaming for disabled children. He also stresses the need for individual assessment before mainstreaming is recommended.

Martin, E.W. A national commitment to the rights of the individual: 1776 to 1976. Exceptional Children, 1976, 43(3), 132-135.

Reviews the work and influence of the Carey Committee Hearings (1966) which set the stage for increased federal aid for the education of handicapped children through the first version of the Education of the Handicapped Act. This Act later became law as the Title VI of the Elementary and Secondary Education Act. Emphasis is placed on recent change in public attitudes as well as public policy, the evolution of special education, and the uniqueness of individual special children. (A.C. Moltu) (PA)

Masumura, M., et al. Group therapy of autistic children at an outpatient clinic. (Japn.) Japanese Journal of Child Psychiatry, 1975, 16(5), 316-324.

See Mental Retardation.

Mathey, J.P. The effects of an inservice teacher training workshop for regular classroom teachers on their attitudes toward handicapped children. Dissertation Abstracts International, 1978(May), 38(11-A), 6659.

A report on results of an inservice teacher training workshop for regular classroom teachers. One half of the subjects (experimental group) attended a workshop which dealt with self esteem, disability, and children with disabilities. These subjects were compared with a control group (no workshop) on pre-test and post-test responses to the Rucker-Gable Educational Programming Scale and the Semantic Differential. There were several significant differences noted: 1) Subjects in the experimental group indicated that they were more willing than those in the control group did to accept learning disabled, visually-impaired, or hearing-impaired children into their classrooms; and 2) Experimental subjects showed more positive attitudes than control subjects toward severely disabled and mentally retarded children.

Medved, R.N. A study of the differential perceptions of educators toward children with mental retardation labels. Dissertation Abstracts International, 1976(Sep.), 37(3-A), 1337.

See Mental Retardation.

Milbauer, B. The mainstreaming puzzle. Teacher, 1977, 94(9), 44-46.

An article in which the author addresses teachers who are or will be teaching mainstreamed classes for the first time. Factual information is provided, and attitudinal considerations are discussed. Suggestions are listed to help the teacher adjust to disabled children in the regular classroom.

Moore, J., & Fine, M.J. Regular and special class teachers' perceptions of normal and exceptional children and their attitudes toward mainstreaming. Psychology in the Schools, 1978, 15(2), 253-259.

See Learning Disabilities.

Morris, P.S., & McCauley, R.W. Placement of handicapped children by Canadian mainstream administrators and teachers: A Rucker-Gable survey. Paper presented at the 55th Annual International Convention of the Council for Exceptional Children, April 1977.

An investigation involving educators' attitudes toward disabled children. Results indicated that elementary school teachers had more positive attitudes toward disabled children than secondary school teachers and experts. This further indicated that elementary teachers were more receptive to mainstreaming disabled children into their classes. The Rucker-Gable Educational Programming Scale (RGEPS) defines attitude as "the amount of social distance that a teacher wishes to maintain between himself and the handicapped child." (p. 3)

Morton, L.A. Effecting attitudinal change toward physically disabled students in higher education. Dissertation Abstracts International, 1978(Feb.), 38(8-A), 4610-4611.

A study to determine the effects of several demographic variables and of two types of intervention on the attitudes of students majoring in higher education administration toward disabled persons and toward the provision of special services for disabled students. Results, obtained by the Attitudes Toward Disabled Persons scale and the Value of Special Services scale, indicate that students had generally positive attitudes toward disabled people and that demographic and intervention variables had little effect on these responses. Similarly, demographic variables had little impact on attitudes toward the provision of special services. However, both disability simulation and the provision of information (particularly in combination) had a strong effect on increasing positive attitudes toward the provision of special services for disabled students.

Mosley, J.L. Integration: The need for a systematic evaluation of the socio-adaptive aspect. Education & Training of the Mentally Retarded, 1978, 13(1), 4-8.

See Mental Retardation.

Murphy, L.B. Background experiences with the handicapped and personal views of employment conditions relative to working with the exceptional: A comparison of perceptions of special, elementary and secondary education preservice teachers. Dissertation Abstracts International, 1978(Apr.), 38(10-A), 6058-6059.

An extensive survey to identify background differences between students choosing a career in special education and those choosing a career in regular education. Major findings include a number of significant differences between the two groups at the University of Toledo with respect to: 1) sex ratios, 2) mean ages, 3) frequency of familial disabilities, 4) frequency of non-familial contact with disabilities, 5) types of disabilities encountered prior to educational choice, 6) durations of contact with disabilities, and 7) frequency of personal disability. There were some small differences in responses as an apparent result of subject's school. In response to questions regarding perceptions of opportunities in different types of educational career, subjects ranked opportunities from best to least: special education, speech therapy, secondary education, and elementary education. Most students felt that special education teachers work the hardest, followed by speech therapists.

Naor, M., & Milgram, R.M. Two preservice strategies for preparing regular class teachers for mainstreaming. Exceptional Children, 1980, 47(2), 126-129.

Compared the effects of two instructional programs (traditional -- lecture and discussion; experimental -- lecture, discussion, and field trips) on undergraduate women in preservice education classes devoted to improving attitudes toward and knowledge of exceptional children (mentally retarded, emotionally disturbed, learning disabled, and physically handicapped). Both programs were successful and were positively evaluated; the experimental program showed advantages over the traditional program in the areas of attitudes and behavioral intentions, but not in subjects' factual knowledge. (PA)

Newman, J. Faculty attitudes toward handicapped students. Rehabilitation Literature, 1976, 37(7), 194-197.

A study which undertook to obtain information about faculty attitudes toward the admission of disabled students. Two main questions were asked: 1) Have there been or would there be problems in the admission of handicapped students to your department? 2) What type of admission policy would you like to see developed? Most faculty responses were positive. Seen as particularly crucial by faculty was the difficulty in learning and communicating that might be involved. Sensory handicaps (blindness and deafness) were seen as very restrictive.

Olsen, D.H. The effects of a cross-age tutoring program on the reading achievement of mildly retarded student tutees and on the attitudes of "normal" fifth and sixth grade elementary school student tutors toward retarded children. Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1442.

See Mental Retardation.

Orlansky, M.D. Active learning and student attitudes toward exceptional children. Exceptional Children, 1979, 46(1), 49-52.

A report on a study that compared changes in attitude toward exceptional children among introductory special education students taught by either an active learning approach (e.g., role play) or traditional lecture-based approach. Results show that the active approach was effective in changing attitudes. The Educating Exceptional Children Questionnaire was used as a pre-test and post-test.

Orlansky, M.D. The effects of two different instructional methods on student achievement and attitudes toward exceptional children in an introductory college course in special education. Dissertation Abstracts International, 1977(Sep.), 38(3-A), 1332.

A comparison between results of two different types of special education training curriculum. Subjects were students in two courses in introductory special education. For one class, the instructor used a non-lecture, active learning approach which included role-playing, group problem-solving activities, simulations of disability, and discussions. For the other class, the same instructor used a primarily lecture-based approach. Both achievement and attitude measures were used to assess the effectiveness of the two different teaching approaches. Results found little overall difference in scores. However, some significant differences on specific dimensions were observed: 1) Lecture students scored better on two of the eight quizzes administered during the course; 2) Active learning approach students scored slightly better on attitude measures; 3) Ratings of effectiveness were slightly higher for active learning approach subjects; and 4) Active learning approach students had slightly better attendance records. The author suggests that the active learning approach is a viable addition or alternative to a lecture approach.

Page, J.C. A survey of the criteria used by elementary level regular classroom teachers to identify children with special needs. Dissertation Abstracts International, 1977(Mar.), 37(9-A), 5749.

A report on a study to clarify the methods used by regular classroom teachers to identify and refer children with special needs and the attitudes of these teachers toward both the children being referred and "exceptionality" in general. It was found that: 1) Children with special needs were identified through comparison with peers. 2) Prior to referral, teachers tried different instructional techniques, administered diagnositc tests, and consulted with special education teachers. 3) Recent focus on exceptional children had increased regular classroom teachers' awareness of exceptional children in their classrooms. 4) The teachers believed that most exceptionalities were caused by problems in the home and did not see themselves as part of the problem. 5) The teachers had the greatest difficulty identifying perceptual-motor problems. 6) They were most likely to seek special educational services for children with behavior problems. 7) The teachers believed that the children would progress most rapidly in a special education classroom part-time, and that special education teachers should assume the responsibility. 8) Labels were considered useful by teachers in identifying exceptional children.

Parish, T.S., & Copeland, T.F. Teachers' and students' attitudes in mainstreamed classrooms. Psychological Reports, 1978, 43(1), 54.

See Attitudes of Disabled Persons.

Parish, T.S.; Dyck, N.; & Kappes, B.M. Stereotypes concerning normal and handicapped children. The Journal of Psychology, 1979, 102(1), 63-70.

A report on two studies, of 65 teachers and 89 attendees of the 1978 International Conference of the Association for Children with Learning Disabilities. In both studies the evaluations of the labels "gifted children," "normal children," and "physically handicapped children" were found to be significantly more positive than the labels "mentally retarded children," "learning disabled children," and "emotionally disturbed children."

Parish, T.S.; Eads, G.M.; Reece, N.H.; & Piscitello, M.A. Assessment and attempted modification of future teachers' attitudes toward handicapped children. Perceptual and Motore Skills, 1977, 44(2), 540-542.

See Learning Disabilities.

Peters, R.S. A study of the attitudes of elementary teachers toward exceptional children in the mainstream. Dissertation Abstracts International, 1978(Mar.), 38(9-A), 5396-5397.

A study designed to compare the attitudes toward and knowledge of mainstreamed "exceptional" children of regular classroom and resource room teachers. Information was gathered through administration of the Classroom Integration Inventory, the General Information Inventory, and the Personal Data Questionnaire. Variables studied were 1) type of teaching experience with disabled children, 2) amount of teaching experience with disabled children, and 3) academic courses related to disabled children. It was found that the first two variables resulted in no significant differences. The third variable, however, did show significant effects, with resource room teachers being both more knowledgeable about "exceptional" children and more realistic in their attitudes toward the educational placement of these children than regular classroom teachers. The author points out that this suggests the importance of professional training, both preservice and in-service.

Peterson, C.P. Retention of MR children in a community school program: Behaviors and teacher ratings as predictors. Mental Retardation, 1977, 15(1), 46-49.

See Mental Retardation.

Peterson, E.L. A study of Mississippi public school superintendents' and selected principals' attitudes toward and knowledges of educating exceptional children in the "least restrictive environment." Dissertation Abstracts International, 1978(Apr.), 38(10-A), 6059-6060.

A report on a comparative study to assess the knowledge of and attitudes toward education of "exceptional" children in the "least restrictive environment." Twelve variables were used for the purposes of comparison, primary among them, the subject's position as school superintendent or as school principal. Measurement instruments were the Rucker-Gable Educational Programming Scale and a Personal Data Form. Results included: 1) Superintendents tended to have more favorable attitudes than principals toward the "least restrictive environment" concept; 2) There was no significant difference in knowledge of the "least restrictive environment" between the two groups; 3) The predictor variables contributed more to knowledge factors than to attitude factors; and 4) The two groups differed on some types of exceptionalities in regard to education in the "least restrictive environment."

Peterson, J.A.K. Simulation activities as a means of changing attitudes and transmitting knowledge of adaptations and techniques for handicapped individuals to teacher trainees. Dissertation Abstracts International, 1978(Jan.), 38(7-A), 4099-4100.

A study comparing the effects of different training techniques on the knowledge of and attitudes toward disabled persons of students preparing for a career in special education. Subjects were randomly assigned to one of four conditions: 1) information only, 2) simulation only, 3) information and simulation, and 4) no treatment. Information consisted of traditional instruction on attitudes toward disabled people and knowledge of adaptations and techniques for disabled people. Simulation involved transmission of this information through simulation techniques. Subjects were tested prior to and post-treatment, using the Attitudes Toward Disabled Persons scale and an Adaptations and Techniques Test. There were no significant differences among groups either at pre-test or post-test, with the exception of the "information only" and "simulation only" groups, who scored significantly higher than the combination group on knowledge. These unpredicted results are discussed.

Peterson, N.L., & Haralick, J.G. Integration of handicapped and nonhandicapped preschoolers: An analysis of play behavior and social interaction. Education & Training of the Mentally Retarded, 1977, 12(3), 235-245.

Observed social and play interactions between eight handicapped and six nonhandicapped children in an experimental, integrated classroom located at the University of Kansas. Nonhandicapped subjects were aged 3-4 years; handicapped subjects, whose disability level ranged from mild to severe, were aged 4-8 years. Three trained observers collected data during two daily 30-minute free play sessions over a period of four and a half weeks. Nonhandicapped subjects chose to play with their handicapped peers in slightly more than half of the 1,322 total nonisolate free play observations. In contrast, nonhandicapped subjects were observed playing with other nonhandicapped subjects, both singly or in combination with handicapped subjects, in 70.6% of the 1,322 nonisolate play observations. Other, more complex findings are noted, but, generally, results suggest true social integration of handicapped and nonhandicapped children, even though there was more discrimination by the nonhandicapped in favor of other nonhandicapped children. (P. O'Brien) (PA)

Petrangelo, G.J. Attitudes of non-disabled college students toward their disabled classmates as a function of educational contact. Dissertation Abstracts International, 1977(May), 37(11-A), 6957.

A comparison of attitudes of nondisabled college students toward disabled people as a result of training and of contact with disabled persons. Subjects were persons in four distinct groups: 1) business majors, 2) rehabilitation counseling majors, 3) special education majors, and 4) mixed majors, but a one-to-one ratio of disabled to nondisabled students. Subjects were tested at the beginning and the end of the semester. There were no significant differences among groups in attitudes, as measured by the Attitudes Toward Disabled Persons scale, at the beginning of the semester. However, there were a number of relevant findings at the end of the semester: 1) Business majors scored lower than all others and showed slightly less positive attitudes at the end of the semester than at the start; 2) Rehabilitation counseling majors and the mixed group scored most positively and showed the greatest amoung of positive change, pre-test to post-test; and 3) Special education majors showed only a slight increase in positive attitudes at semester's end.

Philipp, C. Attitude changes in mothers of handicapped children in preschool programs. Dissertation Abstracts International, 1978(Feb.), 38(8-A), 5056.

See Attitudes of Family Members.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Powell, J.V. Mainstreaming eight types of exceptionalities. Education, 1978, 99(1), 55-58.

Presents guidelines for mainstreaming the educable mentally retarded, speech disordered, emotionally disturbed, physically handicapped, learning disabled, hearing impaired, visually handicapped, and gifted students. Responsibilities of special and regular classroom teachers are delineated. (PA)

Pratt, S.E. Attitudes of educators toward the placement of exceptional children: A comparative study. Dissertation Abstracts International, 1978 (Oct.), 39(4-A), 2040.

A report on a comparative study of the attitudes of educational professionals at schools in which special training had been accomplished and at schools in which there was no special training. Comparison of attitudes was measured using a Classroom Integration Inventory. Results supported basic research hypotheses and included: 1) Educators at the target school (where training had been done) were more accepting than educators at other schools of students classified as disabled; 2) Educators who were more involved with disabled children were more accepting of them than were less involved educators; 3) Educators' accepting attitudes increased as their knowledge of disabled children increased; 4) Educators' attitudes became more positive as their rejecting or sympathetic responses decreased; and 5) Educators were able to apply knowledge obtained during staff development programs to their day-to-day teaching experience.

Pupke, W.R. The effects of school principal's experience on attitude toward and knowledge of handicapped students. Dissertation Abstracts International, 1978(Feb.), 38(8-A), 4737.

An attempt to measure the effects of inservice training in mainstreaming issues on the attitudes of school principals toward disabled children. Subjects were 36 school principals from schools representing primary (1-6) or secondary (7-12) grade levels. Subjects were divided into two groups: an experimental group, which received an inservice training session on aspects of educational mainstreaming; and a control group, which received no such training. Results failed to show any significant overall differences in attitudes or in knowledge, as measured by the Rucker-Gable Educational Programming Scale, either between experimental and control groups or between primary and secondary level principals. Several significant findings were discovered that were directly related to type of disability under discussion and severity of disability.

Reschly, D.J., & Lamprecht, M.J. Expectancy effects of labels: Fact or artifact? Exceptional Children, 1979, 46(1), 55-58.

See Mental Retardation.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Reynolds, W.M., & Greco, V.T. Development of a scale to measure teachers' attitudes toward mainstreaming. Paper presented at the American Psychological Association annual meeting, Sep. 1979, New York.

A report on the development and initial testing of a scale to measure the attitudes of teachers toward the mainstreaming of disabled children into regular classrooms. The instrument developed provides three scores: 1) an Administrative Aspects of Mainstreaming score, 2) an Educational Aspects of Mainstreaming score, and a total score. The instrument was tested for reliability on a sample of 182 teachers from schools in which children were being mainstreamed and from schools in which they were not being mainstreamed. The scale was found to be highly reliable.

Reynolds, W.M., & Greco, V.T. The reliability and factorial validity of a scale for measuring teachers' attitudes towards mainstreaming. *Educational and Psychological Measurement*, 1980, *40*(2), 463-468.

A further report on the development and testing of the measurement scale described in Reynolds & Greco, above.

Rice, J.W. Interrelationship between teacher knowledge and attitude toward exceptionality and behavioral interaction with educable mentally retarded and nonretarded children in integrated elementary school classrooms. *Dissertation Abstracts International*, 1975(May), *35*(11-A), 7133.

See *Mental Retardation*.

Riggen, T.F. An investigation of the covariance of dogmatism and inservice training on the attitudes of principals and classroom teachers concerning the mainstreaming of mildly handicapped children. *Dissertation Abstracts International*, 1978(May), *38*(11-A), 6454-6455.

A study to measure the effects of two variables, inservice training and dogmatism, on the attitudes of educational professionals toward the mainstreaming of disabled children. Subjects were 300 elementary, middle level, and junior high school teachers and 22 school principals. Each subject was administered the Rokeach Dogmatism Scale and the Rucker-Gable Educational Programming Scale (RGEPS) prior to intervention, if any. The intervention, which was administered to half the subjects, consisted of inservice training on mainstreaming. Post-testing with the RGEPS showed significant positive change on three of the seven subscales among persons who had participated in the training. The relationship between attitudes and dogmatism scales was unclear.

Rister, A. Deaf children in mainstream education. *Volta Review*, 1975, *77*(5), 279-290.

See *Hearing Impairment*.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Rivera-Valentin, L. A study of the attitudes of regular class teachers in Puerto Rico toward mentally retarded children. Dissertation Abstracts International, 1978(Dec.), 39(6-A), 3516-3517.

See Mental Retardation.

Roberts, B. Making it into the "mainstream." Teacher, 1975, 93(4), 37-39.

An article which discusses alternative ways to meet the educational needs of disabled youngsters. Proper placement and appropriate inservice training are stressed.

Robinson, E.H., & Brosh, M.C. Communication skills training for resource teachers. Journal of Learning Disabilities, 1980, 13(3), 162-165.

See Learning Disabilities.

Rothschild, I.N. A comparison of cognitively and affectively oriented in-service training programs in changing teacher attitudes toward the handicapped. Dissertation Abstracts International, 1978(Dec.), 39(6-A), 3517-3518.

A comparison of the effects of two types of inservice training on the attitudes of regular classroom teachers toward disabled children. Subjects were regular classroom teachers in one of three groups: 1) students in a 20-hour inservice course involving an affective, humanistic approach to disabled children; 2) students in a 20-hour inservice course involving a cognitive, ability training approach to disabled children; or 3) control subjects who received no training. Attitudes were assessed using the Rucker-Gable Educational Programming Scale (RGEPS) and the Attitude Toward Handicapped Children Scale (ATHCS). Results showed significant differences on RGEPS scores, but not on ATHCS scores. Subjects receiving affective training scored significantly higher than those receiving cognitive training, although they did not score significantly higher than control subjects.

Rouse, H.W. Teacher control ideology and their attitudes toward the handicapped. Dissertation Abstracts International, 1978(Jul.), 39(1-A), 226.

An investigation of the effect of a number of variables on teachers' attitudes toward mainstreaming and toward disabled children. Subjects were 499 academic, special education, and occupational teachers. The Pupil Control Ideology Form (PCI) and the Attitude Toward Handicapped Individuals Scale (ATHI) were administered to all subjects. An interaction between perceived exposure to disabled persons and type of teacher resulted in the only significant finding on PCI responses. There were no significant differences in responses to the attitude measure. However, teachers did rank order both obstacles to mainstreaming and groups of disabled persons differently based on teacher variables. Suggestions are made for further research.

St. John, W.D.; Child, C.; & Kelly, S.B. Paul -- Justin: Two case studies. Instructor, 1976, 85(6), 114-117.

See Learning Disabilities.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Safferstone, M.J. Academic achievement and self-concept of orthopedically disabled students in integrated and segregated educational settings. Dissertation Abstracts International, 1977(Nov.), 38(5-A), 2469-2470.

See Mobility Impairment.

Sanders, J. The differential effects of selected methods of imparting information on teacher trainees' attitudes toward disabled persons. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 4065-4066.

A comparison of the effectiveness of various interventions on teacher trainees' attitudes toward disabled persons. Subjects were 110 undergraduate education majors who were randomly assigned to a control condition (no treatment) or to one of five experimental conditions. Each experimental condition was composed of a single, factual communication. Experimental conditions were: 1) live lecture and film, 2) videotaped lecture and film, 3) film only, 4) live lecture only, and 5) videotaped lecture only. Subjects were administered the Attitudes Toward Disabled Persons scale twice, once immediately after experimental manipulation and once three weeks later. There were no significant differences between groups, even in comparison to the control group, on either post-test.

Scholl, G.T., & Schnur, R. Measures of psychological, vocational, and educational functioning in the blind and visually handicapped. New York, NY: American Foundation for the Blind, 1976.

See Visual Impairment.

Semmel, D.S. Variables influencing educators' attitudes toward individualized education programs for handicapped children. Dissertation Abstracts International, 1979(Mar.), 39(9-A), 5451-5452.

A study of attitudes of teachers toward the Individualized Educational Program (IEP) mandated by P.L. 94-142, and the development of a survey instrument to measure these attitudes. The author developed a model of relationships among variables which have an influence on attitudes toward the IEP, and she developed a 100-item questionnarie to measure each variable in the model. It was found that educator's role (regular class teacher, special educator, or principal) was important in predicting attitudes toward the IEP and attitudes toward mainstreaming. Overall, regular classroom teachers and principals were more positive than special education teachers toward the IEP, but they were less positive than the special education teachers toward mainstreaming. These findings are discussed in some detail, particularly as they relate to ways of improving attitudes toward the IEP.

Shaw, S.F., & Gillung, T.B. Efficacy of a college course for regular class teachers of the mildly handicapped. Mental Retardation, 1975, 13(4), 3-6.

A study which attempted to measure the effectiveness of a six-week summer college course in improving the attitudes of regular classroom teachers toward mildly handicapped children in the classroom. The Rucker-Gable Educational Programming Scale was administered at the beginning of the course, the end of the course, and three months after the conclusion of the course.

Shrader, W.J. The relationship between the attitudes and knowledge of elementary school principals regarding handicapped children and their perceived referral/diagnostic practices. Dissertation Abstracts International, 1975(May), 35(11-A), 6997-6998.

A study of the relationship between principals' knowledge of and attitudes toward disabled children, and their behavior at the time of referral. Measurement instruments were the Rucker-Gable Educational Programming Scale (to assess principals' knowledge and attitudes) and a behavioral inventory (to assess principals' and teachers' perceptions of the principals' behaviors at the time of referral). Results found significant correlations only between attitude scores and referral behaviors of principals as perceived by teachers. The author concludes that there is little evidence to support the hypothesized relationships, and that the Rucker-Gable Scale is not highly predictive of referral behavior.

Sigler, G.; Mabee, W.; & Lazar, A. Children's attitude toward handicapped students as a result of mainstreamed settings. Mental Retardation Bulletin, 1978, 6(2), 92-97.

180 regular classroom sixth graders (119 subjects in schools with integrated special education students and 61 in schools with self-contained special education classes) were given the Attitude Toward Handicapped Individuals Scale (ATHI) and a stick figure self-report measure of self-concept. Results show that ATHI scores were low (nonaccepting) for all subjects. Findings indicate no significant relationship between type of educational setting and ATHI or between length of time in educational setting and ATHI. There was no interaction of treatments with attitude toward school or with the ATHI. (K. Gilbertson) (PA)

Simon, E.P., & Gillman, A.E. Mainstreaming visually handicapped preschoolers. Exceptional Children, 1979, 45(6), 463-464.

See Visual Impairment.

Simon, E.P., & Gillman, A.E. Mainstreaming visually handicapped preschoolers. International Journal of Rehabilitation Research, 1979, 2(4), 524-525.

See Visual Impairment.

Singleton, K.W. Creating positive attitudes and expectations of regular classroom teachers toward mainstreaming educationally handicapped children: A comparison of two inservice methods. Dissertation Abstracts International, 1977(Jul.), 38(1-A), 186-187.

See Learning Disabilities.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Siperstein, G.N., & Gottlieb, J. Parents' and teachers' attitudes toward mildly and severely retarded children. Mental Retardation, 1978, 16(4), 321-322.

See Mental Retardation.

Sirisena, B. A study of teacher attitudes toward the visually impaired in the Republic of Sri Lanka. Dissertation Abstracts International, 1975(Nov.), 36(5-A), 2745.

See Visual Impairment.

Sirota, N. The self-perceived problems of mentally retarded high school students and teachers' perceptions of the students' perceived problems. Dissertation Abstracts International, 1976(Nov.), 37(5-A), 2754.

See Mental Retardation.

Smaby, M., & Briski, J. Counseling the special education student: A developmental approach. Pupil Personnel Services Journal, 1978, 7(1), 69-76.

See Mental Retardation.

Smith, F.V. A norm reference study of the attitudes of special educators toward the educable mentally retarded. Dissertation Abstracts International, 1977(Feb.), 37(8-A), 5044-5045.

See Mental Retardation.

Smith, I.L., & Greenberg, S. Teacher attitudes and the labeling process. Exceptional Children, 1975, 41(5), 319-324.

See Mental Retardation.

Smith, T.E.C. High school principals' attitudes toward the handicapped and the work study program. Dissertation Abstracts International, 1978(Feb.), 38(8-A), 4498-4499.

See Learning Disabilities.

Smith, T.E.C.; Flexer, R.W.; & Sigelman, C.K. Attitudes of secondary principals toward the learning disabled, the mentally retarded, and work-study programs. Journal of Learning Disabilities, 1980, 13(2), 62-64.

See Learning Disabilities.

Sontag, E.; Smith, J.; & Sailor, W. The severely/profoundly handicapped: Who are they? Where are we? The Journal of Special Education, 1977, 11(1), 5-11.

"This article examines various approaches to the problems of definition and categorization of the severely/profoundly handicapped, proposing a service-need definition with emphasis on teacher competencies." (Abstract)

Stephens, T.M., & Braun, B.L. Measures of regular classroom teachers' attitudes toward handicapped children. Exceptional Children, 1980, 46(4), 292-294.

An examination of teacher variables which relate to the willingness of regular classroom teachers to integrate disabled children into their classrooms. Subjects were regular school teachers, grades 1-8, who responded to a mailed questionnaire. Statistical analysis of responses revealed that three variables, in combination, were most predictive of responses: 1) teachers' confidence in their ability to teach disabled children, 2) a belief that disabled children can become "useful members of society," and 3) a belief that disabled children should be educated in the public schools. Further analysis showed that present grade level taught and number of special education courses taught also affected responses. Overall results showed that 61% indicated a willingness to integrate disabled children into their classrooms. The authors point out, however, that the three major factors account for only 19% of all response variance, and that further research, therefore, is needed.

Stephens, W.E. Mainstreaming: Some natural limitations. Mental Retardation, 1975, 13(3), 40-41.

See Mental Retardation.

Stotsky, B.A.; Townes, B.D.; Martin, D.C.; & Browne, T. Emotionally disturbed children in special schools: An analysis of ratings of disturbed behavior and perceptual handicaps. Child Psychiatry & Human Development, 1975, 6(2), 81-88.

See Mental Illness.

Swanson, R.D. Status of industrial arts programs in Texas secondary schools in regard to physically handicapped students and attitudes of industrial arts teachers toward the physically handicapped. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 4095-4096.

A study related to the provision of industrial arts education to physically disabled secondary school students. A survey was used to collect information on the participation of disabled people in industrial arts programs and on the preparation of industrial arts teachers for dealing with disabled students. Subjects for the study were respondents to a state-wide survey of randomly selected industrial arts instructors. Results included: 1) Although 67% of all respondents had had physically disabled students in their classes, only 14% had had any preservice training and 21% any inservice training in dealing with disabled people. 2) Two percent of all students in industrial arts programs surveyed were physically disabled. 3) The attitudes of the surveyed industrial arts teachers were "slightly positive." 4) The industrial arts teachers considered their ability to teach disabled students neither positive nor negative. Suggestions are made based on the findings of the study.

Thams, G.M. The effects of a professional development seminar on the attitudes, knowledge, and behavioral strategies of counselors toward handicapped students. Dissertation Abstracts International, 1975(Nov.), 36(5-A), 2651.

An evaluation of a training seminar designed to increase knowledge of disability and attitudes toward disabled people among school guidance counselors. The seminar was composed of six sessions, and the stated objectives of the seminar were: 1) to increase knowledge of recent legislation affecting disabled students, 2) to develop more positive attitudes toward disabled students, 3) to increase awareness of architectural and environmental barriers to disabled people, 4) to increase knowledge of local services available to disabled people, and 5) to develop counseling techniques for disabled students. Pre-test and post-test measures were taken on attitudes, knowledge of special education delivery systems, and behavioral strategies. All three showed significant pre-test to post-test gains. The author recommends future application of similar seminars.

Thornley, M.L. A national trend: The impact of educating and training formerly institutionalized children and adults in the community. Education & Training of the Mentally Retarded, 1976, 11(2), 152-155.

Examines the responsibilities of various institutions and community organizations in educating formerly institutionalized mentally retarded and physically handicapped individuals. It is argued that in order for such individuals to make an adequate adjustment in the community at large, specialized training must begin in the institutional setting, where the individual should be provided with a comprehensive, graduated transitional program terminating in semi-independent, or independent community living. Group homes are also a means of normalizing the life of these individuals. Adults assigned to group homes assist in the general maintenance of the home; children are taught basic self-help skills and also assist in the maintenance of the home. Programs designed by special schools, community colleges, the public schools, and vocational schools are described. (M. Ellison-Pounsel) (PA)

Tillman, P.S. The construction and validation of a measure of Maryland teachers' attitudes toward handicapped children in the regular classroom. Dissertation Abstracts International, 1978(Dec.), 39(6-A), 3520-3521.

A report on attempts to develop a reliable and valid instrument to measure the attitudes of regular classroom teachers toward the educational mainstreaming of disabled children. Subjects were 170 kindergarten through sixth grade teachers. The survey instrument consisted of a 24-item Likert-type scale designed to gather information on six areas: 1) appearance, 2) learning ability, 3) social and/or emotional adjustment, 4) teacher knowledge/preparation, 5) size of class/demands on teacher's time, and 6) support. Data analysis found eight instrument items acceptable as they were, eight others marginally acceptable, and eight more nonacceptable. Teachers found support by parents and administration to be most important to mainstreaming success. The author concludes with recommendations for improving the survey instrument to increase its usefulness.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Vacc, N.A., & Kirst, N. Emotionally disturbed children and regular classroom teachers. Elementary School Journal, 1977, 77(4), 309-317.

See Mental Illness.

Vernon, M. Major current trends in rehabilitation and education of the deaf and hard of hearing. Rehabilitation Literature, 1975, 36(4), 102-107.

See Hearing Impairment.

Vernon, M., & Athey, J. The Holcomb Plan: A creative approach to mainstreaming deaf and hard of hearing children. Instructor, 1977, 86(5), 136-137.

See Hearing Impairment.

Volkmann, C.S. Integrating the physically disabled student into the elementary school. Education, 1978, 99(1), 25-30.

See Attitudes of Disabled Persons.

Wechsler, H.; Suarez, A.C.; & McFadden, M. Teachers' attitudes toward the education of physically handicapped children: Implications for the implementation of Massachusetts Chapter 766. Journal of Education, Boston, 1975, 157(1), 17-24.

Results of a survey of 547 teachers indicate that they viewed children with asthma or heart conditions, and children requiring crutches and braces, as more easily integrated into the regular classroom than children with visual and hearing problems or children with histories of convulsions and seizures. Those teachers with previous experience teaching physically handicapped children were the most optimistic about integrating these children into the regular classroom. (PA)

West, J.M. Evaluation of attitudinal changes and results of a generic special education experimental study with Black teachers. Dissertation Abstracts International, 1977(Jan.), 37(7-A), 4292.

See Hearing Impairment.

Williams, R.J. An investigation of regular class teachers' attitudes toward the mainstreaming of four categories of mildly handicapped students. Dissertation Abstracts International, 1977(Nov.), 38(5-A), 2708-2709.

See Learning Disabilities.

Williams, R.J., & Algozzine, B. Differential attitudes toward mainstreaming: An investigation. Alberta Journal of Educational Research, 1977, 23(3), 207-212.

The issue of mainstreaming exceptional children has received considerable professional attention. Little has been done to investigate regular teachers' attitudes toward inclusion of handicapped children in their rooms. This study attempted to assess 267 classroom teachers' opinions about several factors relevant to mainstreaming. Results indicate that attitudes were different for different handicapping conditions (i.e., learning disabled, socially/emotionally disturbed, physically handicapped, and educable mentally retarded). Some implications with regard to teacher training practices and success of mainstreaming are presented. (Journal abstract) (PA)

Wilson, R.A. An investigation of student knowledge and attitudes toward blindness as a function of knowledge and experience. Dissertation Abstracts International, 1976(Mar.), 36(9-A), 6324-6325.

See Visual Impairment.

Woods, C.L. Teachers' predictions of the social position and speaking competence of stuttering students. Language, Speech, and Hearing Services in Schools, 1975, 6(4), 177-182.

See Other Disabilities.

Yang, D. Welcome the handicapped to your classroom and enrich it. Teacher, 1975, 93(4), 13-21.

An interview with Dr. Yang, a pediatric neurologist and associate medical director of a developmental disabilities institute, which focuses on the teacher's response to a disabled child in the classroom. Appropriate placement, sensitive interactions, and open communication with parents, medical staff, administrators, and the children involved are advised.

Zigler, E., & Muenchow, S. Mainstreaming: The proof is in the implementation. American Psychologist, 1979, 34(10), 993-996.

A discussion of the relative merits of mainstreaming and special education. The authors suggest that laws intended to provide services for disabled children in the "least restrictive environment" should not be interpreted to mean that all disabled children should be mainstreamed. They use the recent history of mentally retarded persons as an example of overzealousness in normalization, and they suggest more research to clarify the appropriateness of different methods of education. They conclude with recommendations which are appropriate, regardless of mainstreaming stance: 1) It is imperative that people who work with disabled children (in *any* setting) be properly trained; 2) It is necessary that regular classroom teachers are given adequate support personnel if disabled, particularly educable mentally retarded, children are to be integrated; 3) Society must acknowledge that mainstreaming is at least as expensive as special classes; and 4) Educational mainstreaming must be looked at as part of larger societal issues, not in isolation.

ATTITUDES OF EDUCATIONAL PROFESSIONALS (Cont.)

Zucker, S.H., & Meyen, E.L. Attitudinal stability of teachers of exceptional children. *The Journal of Experimental Education*, 1975, 43(3), 94-96.

An examination of the attitudes of special education teachers in two different geographic areas. Using the Minnesota Teacher Attitude Inventory, the researchers compared attitudes over a five-year period for stability. No geographic differences were observed, and high stability was evident.

Zuckerman, R.A. Changes in knowledge and attitudes as a result of participation in a teacher education game on the labelling of handicapped children. *Dissertation Abstracts International*, 1976(Mar.), 36(9-A), 6031-6032.

An assessment of the effectiveness of an instructional game, the Label Game, on changing attitudes toward and knowledge of disabled people. Subjects were teacher trainees with no classroom experience as well as teachers with experience either in special education or in regular classroom settings. Measurements were made on an information scale, a semantic differential scale, and a game evaluation form. Although the game resulted in no significant attitudinal or informational differences, the evaluation forms indicated positive reactions to the game itself as an instructional technique. The applicability of this game is discussed.

Zufall, D.L. The exceptional person. Approaches to integration. *Journal of School Health*, 1976, 46(3), 142-144.

A general discussion of the integration of disabled people into the regular classroom from preschool to university training. There is some emphasis on early integration and its importance in mainstreaming success. However, the article addresses the needs at each school level and offers suggestions on techniques for meeting these needs. A variety of disabilities are used as examples in the discussion.

ATTITUDES OF EMPLOYERS/ATTITUDES RELATED TO EMPLOYMENT

Alper, S.K. Academic information as a biasing factor in teachers' judgments of the vocational potential of the mentally retarded. *Dissertation Abstracts International*, 1977(Jun.), 37(12-A, Pt. 1), 7679.

See *Mental Retardation*.

Alper, S., & Retish, P.M. The influence of academic information on teachers' judgments of vocational potential. *Exceptional Children*, 1978, 44(7), 537-538.

See *Mental Retardation*.

ATTITUDES OF EMPLOYERS (Cont.)

Bischoff, J.E. Self-understanding: A step toward vocational readiness. The Pointer, 1976, 21(2), 31-33.

See Attitudes of Disabled Persons.

Braunstein, W.B. Gainful employment: The myth and hope of rehabilitation consumers. Journal of Applied Rehabilitation Counseling, 1977, 8(1), 22-27.

A frank discussion of the vocational conflict faced by rehabilitation consumers. On the one hand, persons going through vocational rehabilitation are encouraged to prepare for a job. On the other hand, there is a shortage of jobs overall, and disabled workers are often penalized (through loss of benefits) for becoming employed. The author suggests ways in which the system can be altered so that rehabilitants can make the gradual transition from a dependent role to a productive one without jeopardizing their living standards.

Byrd, E.K.; Byrd, P.D.; & Emener, W.G. Student, counselor, and employer perceptions of employability of severely retarded. Rehabilitation Literature, 1977, 38(2), 42-44.

See Mental Retardation.

Canedo, A., & Ryan, P. Overcoming barriers to employment: The effects of a career development program within a rehabilitation facility on the disabled adolescent's transition to the world of work. Paper presented at the American Congress of Rehabilitation Medicine annual meeting, Oct. 1980, Washington, DC.

See Attitudes of Disabled Persons.

Can Elsa, with a hearing disability, make it as a teacher? Instructor, 1976, 86(4), 16-18.

See Hearing Impairment.

Crewe, N.M.; Athelson, G.T.; & Meadows, G.K. Vocational diagnosis through assessment of functional limitations. Archives of Physical Medicine and Rehabilitation, 1975, 56(12), 513-516.

An article which identifies the disadvantages of using present systems of medical and psychiatric diagnoses for vocational counseling purposes. Also included is an inventory of functional limitations developed by the Counseling Psychology Service of the Department of Physical Medicine and Rehabilitation at the University of Minnesota.

Danker-Brown, P.; Sigelman, C.K.; & Flexer, R.W. Sex bias in vocational programming for handicapped students. Journal of Special Education, 1978, 12 (4), 451-458.

See Learning Disabilities.

ATTITUDES OF EMPLOYERS (Cont.)

Davidson, T.M. The vocational development and success of visually impaired adolescents. New Outlook for the Blind, 1975, 69(7), 314-316.

See Visual Impairment.

Dickey, T.W. Meeting the vocational needs of the older blind person. New Outlook for the Blind, 1975, 69(5), 218-225.

See Visual Impairment.

Emener, W.G., & McHargue, J.M. Employer attitudes toward the employment and placement of the handicapped. Journal of Applied Rehabilitation Counseling, 1978, 9(3), 120-125.

Seven vocational rehabilitation counselors administered an employer attitude survey questionnaire to 57 employers. Implications for vocational rehabilitation counselors' relationships with employers, types of questions asked by employers of handicapped persons, and suggestions for job development are discussed. (PA)

Farina, A.; Murray, P.J.; & Groh, T. Sex and worker acceptance of a former mental patient. Journal of Consulting and Clinical Psychology, 1978, 46 (5), 887-891.

See Mental Illness.

Farrow, D.L.; Barnette, C.R.; Rozos, E.S.; Genin, R.A.; & Beard, B.R. Relationships between applicant handicap and employment evaluations. Paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

See Epilepsy.

Florian, V. Employers' opinions of the disabled person as a worker. Rehabilitation Counseling Bulletin, 1978, 22(1), 38-43.

An extensive study on the attitudes of employers in Israel toward hiring disabled employees. A number of related responses are reported. Most employers (61%) expressed a willingness to hire disabled persons; only 15% stated that they would not. There was a significant relationship found between past experience with disabled employees and the willingness to hire disabled employees, with those who had hired disabled workers in the past, the most willing to hire them in the future. Two factors which were found to affect employer attitudes were the amount of difficulty they expected disabled people to have adjusting to work and the work habits employers expected disabled people to have (e.g., absentee rate, work speed, etc.). Differences were also found in employers' willingness to hire disabled people based on cause and type of disability. Employers showed most favoritism toward those with war injuries, followed by those injured in work accidents. They also showed preference for persons with 1) amputations and facial disfigurements, 2) followed by those on crutches or in wheelchairs, and those who are deaf or have cardiac problems, and 3) lastly, those with

ATTITUDES OF EMPLOYERS (Cont.)

epilepsy, mental illness, or blindness. The author concludes by suggesting ways to improve employers' attitudes, primarily through information.

Franklin, E.L., & Rubin, S.E. Facilitating the suitable placement of deaf rehabilitation clients. Journal of Applied Rehabilitation Counseling, 1976, 7(3), 164-169.

See Hearing Impairment.

Goldberg, R.T.; Bernstein, N.R.; & Crosby, R. Vocational development of adolescents with burn injury. Rehabilitation Counseling Bulletin, 1975, 18(3), 140-146.

See Other Disabilities.

Goodyear, D.L., & Stude, E.W. Work performance: A comparison of severely disabled and non-disabled employees. Journal of Applied Rehabilitation Counseling, 1975, 6(4), 210-216.

Compared the job performance of 21 severely disabled (e.g., cerebral palsy, blindness, spinal cord injury) and 22 nondisabled employees as measured by personal characteristics, supervisory ratings, and employee job satisfaction. Results indicate no significant difference in personal characteristics and job performance for the disabled and nondisabled; however, in relation to job performance for the disabled and nondisabled; (sic.) however, in relation to job satisfaction, the disabled showed a significantly higher extrinsic and overall job satisfaction rating than the nondisabled. Results suggest that when disabled employees are given the opportunity and needed job related support, they are able to function in the work environment as adequately as nondisabled employees. (Journal abstract) (PA)

Hermann, A.M.C., & Walker, L. Handbook of employment rights of the handicapped; Sections 503 and 504 of the Rehabilitation Act of 1973. Washington, DC: George Washington University, 1978.

A highly usable book on the employment rights of disabled people. The book is primarily a step-by-step discussion of the process of becoming employed and receiving fair treatment as an employee. At each point along the way, the authors discuss situations that may be encountered by disabled individuals and the laws related to these situations. Although the book concentrates primarily on legal aspects of employment, there is also an emphasis on the effects of attitudes on an employer's interaction with his/her disabled employee or disabled employment applicant. The book's format includes a number of case studies to illustrate issues. A comprehensive index simplifies location of information within the book.

Hunter, P.N., & Zuger, R.R. Coming face to face with rehabilitation. Personnel Journal, Jan. 1979, 41-43.

A description of a seminar designed to familiarize nondisabled employers with disabled people and with the rehabilitation process. In addition to didactic presentations, seminar participants are given more experiential information through face to face contact with people who are disabled. The seminars take place at a rehabilitation center and include a tour of the facility. The more didactic portions of the seminar include information on the rehabilitation process and the rehabilitation center itself, explanations of the major physical disabilities and how they affect day to day activities, and the implications of hiring disabled individuals. The authors discuss the reactions of people to this training approach.

Interagency Committee on Handicapped Employees. Attitudinal barriers. Unpublished paper, Mar. 31, 1975.

A report which is divided into two main parts: the first part describes ten attitudes considered significant in the creation of attitudinal barriers to the disabled; the second part provides recommendations for positive change.

Johnson, R., & Heal, L.W. Private employment agency responses to the physically handicapped applicant in a wheelchair. Journal of Applied Rehabilitation Counseling, 1976, 7(1), 12-21.

See Mobility Impairment.

Kobren, G. Dr. Rebecca Jackson knows what patients are going through. The Sun Magazine (Baltimore), Jun. 22, 1980, 10-12, 17-19.

A rather lengthy newspaper article on a second year resident at John Hopkins who uses a wheelchair as a result of an accident the previous year. The article focuses on her rapid recovery from a spinal cord injury and her prompt return to her training as a physician. There is some discussion of her increased awareness of her patients' needs and of the positive reactions that her patients and co-workers have toward her.

Krupnick, N., & Krieger, G.W. The deaf in the world of work. Journal of Employment Counseling, 1976, 13(4), 182-188.

See Hearing Impairment.

Levin, C. Attitudes of mental health professionals toward mental illness as a function of labeling and social desirability. Dissertation Abstracts International, 1978(Jan.), 38(7-A), 3403-3404.

See Mental Illness.

Mallik, K., & Sprinkle, J. System approach in vocational rehabilitation agencies with a new look. Rehabilitation Literature, 1977, 38(5), 138-142.

An article which focuses on alternatives for saving counselors' time in order to increase rehabilitation effectiveness and vocational outcome. Suggestions described include: group orientation for new clients, programs to teach job-hunting skills, orientation sessions for potential employers, centralized referral lists, etc.

ATTITUDES OF EMPLOYERS (Cont.)

Nielsen, H.H. A follow-up study of cerebral palsied patients: Some psychological, educational and vocational aspects. Scandinavian Journal of Psychology, 1975, 16(3), 217-224.

See Cerebral Palsy.

Oberle, J.B. The effect of personalization and quality of contact on changing expressed attitudes and hiring preferences toward disabled persons. Dissertation Abstracts International, 1976(Oct.), 37(4-A), 2144.

A study to further explore the variable of "contact" on the attitudes of business students toward disabled job applicants. The author uses a multidimensional model of contact, rather than a unidimensional one, and varies both the personalization of contact (most personalized to least: behavioral interaction, trait structuring, and mass media) and the quality of contact (superior and neutral). Subjects were shown a videotape of a job interview with a physically disabled applicant, asked to complete three measurements, given the appropriate treatment, and asked to complete three measurements (two of them the same as at pre-test). Results showed significant differences, both in attitudes toward the person as an applicant and in willingness to hire, based on personalization of contact and on quality of contact. All conditions showed positive change from pre-test to post-test.

Perlman, L.G., Ed. The role of vocational rehabilitation in the 1980's serving those with invisible handicaps such as cancer, cardiac illness, epilepsy. Washington, DC: National Rehabilitation Association, 1978.

See Cardiovascular Impairment.

Perlman, L.G., & Strudler, L.A. The epileptic citizen: An employment perspective. Journal of Rehabilitation, 1976, 42(2), 36-40.

See Epilepsy.

Poor, C.; Fletcher, C.; Thielges, J.; Gutknecht, G.; & Morgan, C. Vocational potential assessment. Archives of Physical Medicine & Rehabilitation, 1975, 56(1), 33-36.

A discussion of approaches for evaluating the vocational potential of physically disabled people. Four major approaches are explored: mental testing, work sampling, situational analysis, and job tryouts.

Reichel, E.A. Changing attitudes toward the disabled. Journal of Applied Rehabilitation Counseling, 1975, 6(3), 188-192.

Contemporary social attitudes toward the handicapped are compared with attitudes toward minority group members. Attention is given to aspects of employment practices and the nature of the rehabilitative process. (PA)

Rose, G.L., & Brief, A.P. Effects of handicap and job characteristics on selection evaluations. Personnel Psychology, 1979, 32(2), 385-392.

See Epilepsy.

ATTITUDES OF EMPLOYERS (Cont.)

Rosher, J.H., & Howell, F.M. Physically disabled students and achievement orientation: Self-concept, curriculum track, and career aspirations. Journal of Vocational Behavior, 1978, 13(1), 35-44.

See Attitudes of Disabled Persons.

Scholl, G.T., & Schnur, R. Measures of psychological, vocational, and educational functioning in the blind and visually handicapped. New York, NY: American Foundation for the Blind, 1976.

See Visual Impairment.

Selby, J.W., & Calhoun, L.G. How many patients have you seen today? Clinical Psychologist, 1980, 33(2), 4-6.

See Visual Impairment.

Sharp, J.A. Follow-up survey of clients served by Indiana Rehabilitation Services (Cases closed during fiscal year 1976). Indiana Rehabilitation Services, Nov. 1977.

See Attitudes of Disabled Persons.

Smith, T.E.C.; Flexer, R.W.; & Sigelman, C.K. Attitudes of secondary principals toward the learning disabled, the mentally retarded, and work-study programs. Journal of Learning Disabilities, 1980, 13(2), 62-64.

See Learning Disabilities.

Stapleton, M. Rights to equality for disabled persons under federal and state law. Rehabilitation Counseling Bulletin, 1976, 19(4), 597-606.

An overview of federal laws which deal with the civil rights of disabled persons. These laws and important cases related to them are cited under the subcategories of education, employment, transportation, and accessibility. In addition, laws relevant to persons with developmental disabilities are outlined, as well as the general provisions of Section 504. The author concludes with a strong statement in support of disabled persons' utilization of all legal guarantees (both state and federal) to achieve their equal rights.

Stewart, D.M. Survey of community employer attitudes toward hiring the handicapped. Mental Retardation, 1977, 15(1), 30-31.

Results of a survey of employer willingness to hire disabled persons. Structured interviews were conducted with 200 employers in the Baltimore area. Responses were categorized as positive if the person indicated: 1) a willingness to hire a disabled individual, 2) the possibility of hiring additional employees at present or in the future, or 3) an interest in learning more about the placement program. The employer's response was considered negative is he/she indicated 1) an unwillingness to hire a dis-

ATTITUDES OF EMPLOYERS (Cont.)

abled person, 2) prejudice toward disabled people, or 3) an inability to hire anyone at present or in the future. Of the 200 employers surveyed, 136 gave positive responses. The areas offering most favorable employment opportunities were clerical, food services, custodial, service stations, and upholstery; the ones considered to be least favorable were sales and laundry/dry cleaning. The author suggests that rehabilitation agencies focus training on areas of most favorable employment opportunities.

Vernon, M. The employment picture, deafness and mental health. Rehabilitation Literature, 1977, 38(6-7), 188-192.

See Hearing Impairment.

Vogel, H.D. A follow-up study of former student-patients at the Crippled Children's Hospital and School, Sioux Falls, South Dakota. Dissertation Abstracts International, 1975(Mar.), 35(9-A), 5975.

See Cerebral Palsy.

Wacker, C.H. Where are they now? Toward more effective vocational goal-setting for blind adults. New Outlook for the Blind, 1976, 70(1), 19-21.

See Visual Impairment.

Walls, R.T.; Masson, C.; & Werner, T.J. Negative incentives to vocational rehabilitation. Rehabilitation Literature, 1977, 38(5), 143-150.

An examination of the economic disincentives that encourage people to choose not working over working. The specifics involved in many programs are explored, e.g., welfare, veteran's aid, and especially vocational rehabilitation.

Wehman, P.H. Toward a social skills curriculum for developmentally disabled clients in vocational settings. Rehabilitation Literature, 1975, 36(11), 342-348.

See Mental Retardation.

Zelle, J.A., & Taranto, K.F. Health care utilization by persons with chronic disabilities who have been vocationally rehabilitated. Archives of Physical Medicine & Rehabilitation, 1976(Jun.), 57, 282-290.

A study of persons with chronic disabilities in which a questionnaire specifically developed for this purpose was used. The results of the survey support the hypothesis that rehabilitation clients with chronic disabilities were more vulnerable to unemployment than other clients. Contrary to a secondary hypothesis, however, few of the subjects reported having difficulty with health care utilization or availability. A rehabilitation services model is proposed to meet the needs of such clients.

ATTITUDES OF LEGAL/LAW ENFORCEMENT PROFESSIONALS/ATTITUDES RELATED TO LAW

Cornelius, D.; Strully, J.; & Mistler, S. *Overdue process: Providing legal services to disabled clients*. Washington, DC: George Washington University, 1979.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet addresses the attitudes of legal professionals toward persons with disabilities. There is a brief introduction which deals in general with attitudes within a legal setting, followed by a section on myths and facts related to disability and legal services, and a section of scenes demonstrating the effects of attitudes on legal situations encountered by disabled people. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions between disabled people and legal professionals. A listing of resources for more information on law and disability is included.

Ellis, N.R. Issues in mental retardation. *Law & Psychology Review*, 1975, *1* (Spr.), 9-16.

See *Mental Retardation*.

Gonzales, W.R. Definition and needs of the severely retarded, multiply handicapped individual as perceived by professionals outside of special education. *Dissertation Abstracts International*, 1978(Mar.), *38*(9-A), 5392-5393.

See *Attitudes of Educational Professionals*.

Hermann, A.M.C., & Walker, L. *Handbook of employment rights of the handicapped: Sections 503 and 504 of the Rehabilitation Act of 1973*. Washington, DC: George Washington University, 1978.

See *Attitudes of Employers*.

Janus, S.S.; Bess, B.E.; Cadden, J.J.; & Greenwald, H. Training police officers to distinguish mental illness. *American Journal of Psychiatry*, 1980, *137*(2), 228-229.

See *Mental Illness*.

Lester, D., & Pickett, C. Attitudes toward mental illness in police officers. *Psychological Reports*, 1978, *42*(3), 888.

See *Mental Illness*.

Levinson, M., & Distefano, M.K. Effects of brief training on mental health knowledge and attitudes of law enforcement officers. *Journal of Police Science and Administration*, 1979, *7*(2), 241-244.

See *Mental Illness*.

ATTITUDES OF LEGAL/LAW ENFORCEMENT PROFESSIONALS (Cont.)

Morrison, J.K., et al. Attitudes of community gatekeepers and psychiatric social workers toward mental illness. *Journal of Community Psychology*, 1979, *7*(2), 147-150.

See *Mental Illness*.

Morrison, J.K.; Madrazo-Peterson, R.; & Simons, P. Attitudes toward mental illness: A conflict between students and professionals. *Psychological Reports*, 1977, *41*(3, Pt. 1), 1013-1014.

See *Mental Illness*.

O'Keefe, A.M. Perceptions of the mentally ill and their treatment: Toward meaningful social policy. *Dissertation Abstracts International*, 1978(May), *38*(11-B), 5583.

See *Mental Illness*.

Schilit, J. The mentally retarded offender and criminal justice personnel. *Exceptional Children*, 1979, *46*(1), 16-22.

See *Mental Retardation*.

Vicente, A.R. Law enforcement student attitudes toward handicapped children. *Dissertation Abstracts International*, 1975(Jan.), *35*(7-A), 4291.

An evaluation of the effectiveness of an informational booklet on the knowledge of disability and attitudes toward disabled children among law enforcement students. Subjects were 164 students enrolled in police science programs who were assigned to one of two conditions: an experimental program designed by the author and entitled, *How to Help a Handicapped Child*, or a placebo program not related to disability. Pre-test to post-test results showed significant positive change, both in attitudes, as measured by semantic differential responses to a stimulus film based on disabled children in police-oriented situations, and in knowledge of disability. Several demographic variables were also related to responses.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS

Antonovsky, A. Training mental health care manpower: The medical student. *Israel Annals of Psychiatry & Related Disciplines*, 1977, *15*(3), 268-276.

Discusses the training of medical students from the perspective of J.V. Coleman and D.L. Patrick (1975) who argue that in order to improve the distribution of mental health services to the general population, such services should be included as an integral component of primary health care. The present author describes several aspects of the curriculum at the medical school where he teaches. In contrast to most traditional medical schools which convey to their students the idea that "real medicine" deals with physical and/or biochemical problems, the author's school emphasizes that "real medicine" always encompasses emotional suffering. Students are encouraged to internalize the idea of emotional health-illness as a continuum. First-year students are taught communication skills, with emphasis on viewing patients as whole persons instead of focusing only on their symptomatology. Second-year students work at a mental health center one day per week for seven weeks. Third-year students maintain contact over the entire year with a family in which one of the members has a chronic illness. Although the curriculum here described was only in its second year, results of a study of the first year show a significant improvement in student attitudes toward persons with emotional problems. (K. Gilbertson) (PA)

Armstrong, B. Society v. the mentally ill: Exploring the roots of prejudice. Hospital & Community Psychiatry, 1978, 29(9), 602-607.

See Mental Illness.

Armstrong, S. The common structure of treatment staff attitudes toward adolescent dialysis patients. Psychotherapy and Psychosomatics, 1975, 26(6), 322-329.

See Other Disabilities.

Athelstan, G.T. Rehabilitation of the severely disabled? How are we doing? Where are we going? Archives of Physical Medicine & Rehabilitation, 1976, 57(10), 486-488.

A report on an interdisciplinary forum presented at the 1975 Annual Session of the American Congress of Rehabilitation Medicine in Atlanta. The panel members discussed the trend toward comprehensive services as a result of the 1973 Rehabilitation Act: both medical and vocational rehabilitation are expanding their horizons to include increased concern for the quality of patients' and clients' lives. Increased autonomy and patient/client responsibility are also cited. Doctors' attitudes are seen as vital contributors to rehabilitation outcome.

Auffrey, J.J.L. The physical attractiveness of mentally retarded program candidates as a determinant of evaluation by professionals of varying training and experience. Dissertation Abstracts International, 1976(Mar.), 36(9-A), 5985.

See Mental Retardation.

Ayuso Gutierrez, J.L., & Saiz Ruiz, J. A comparative study of the psychiatric nurses' attitudes towards mental patients. International Journal of Social Psychiatry, 1978, 24(1), 47-52.

See Mental Illness.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Baker, A.S. Attitudes of nursing students toward mental retardation before and after curricular experience with mentally retarded children. Dissertation Abstracts International, 1975(Sep.), 36(3-A), 1428.

See Mental Retardation.

Baker, J.; King, A.; McLeod, M.; & Meloff, K. Influence of attitudes in the life of a disabled child's growth to maturation. Summary of Conference Proceedings, 15th Annual Meeting of the Canadian Rehabilitation Council for the Disabled, Toronto, Canada, May 1977.

See Attitudes of Family Members.

Barba, E. Attitudes toward the chronically ill and disabled: Implications for the health care systems. Social Work in Health Care, 1977, 3(2), 199-210.

Traces some of the origins of attitudes toward the chronically ill and identifies the problems created by disjointed patterns of care. A route for change that is humanistically based and uses a matrix model for care and management is suggested. (Journal abstract) (PA)

Barley, W.D. Some causes of labeling bias in psychiatric diagnosis. Paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

See Mental Illness.

Berk, B.B., & Goertzel, V. Selection versus role occupancy as determinants of role-related attitudes among psychiatric aides. Journal of Health and Social Behavior, 1975, 16(2), 183-191.

See Mental Illness.

Bettschart, W.; Bridel, S.; Ingignoli, J.P.; & Papilloud, J. Aid to the mentally handicapped child and its family at an early stage. (Fren.) Revue de Neuropsychiatrie Infantile et d'Hygiene Mentale de l'Enfance, 1976, 24 (1-2), 35-45.

See Mental Retardation.

Brady, M.M. Nurses' attitudes toward a patient who has had a psychiatric hospitalization. Dissertation Abstracts International, 1977(Apr.), 37 (10-B), 4988-4989.

See Mental Illness.

Brajša, P., et al. Team and group approach to problems of occupational rehabilitation and interpersonal conflicting situations among workers of the Centre "8 May" in Varazdin. (Srcr.) Socijalna Psihijatrija, 1978, 6(4), 285-311.

Discusses problems confronting a professional team (which included the authors) that treats physically and mentally handicapped individuals.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Emphasis is placed on the personal conflicts between individual organizational units and between the authors themselves and methods of coping with the problems of adaptation of rehabilitation workers to the technological process. It is argued that the best approach to such problems is multidisciplinary and that most effective results are derived from small groups. The need for a trained psychotherapist capable of solving interpersonal conflicts is emphasized and some psychodynamic aspects of self-managing behavior are discussed. (English abstract) (PA)

Brazelton, T.B. The emotional needs of children in health care settings. Clinical Proceedings, 1976, 32(8), 157-166.

An article directed toward health care professionals to increase caring and listening behaviors when dealing with hospitalized children and their parents.

Bruck, B., & May, T. Correlates and indicators of burn-out in mental health workers. Summary of paper presented at the American Psychological Association annual meeting, Sep. 1979, New York, NY.

An interesting empirical study designed to obtain a more concise subjective definition of burnout, a listing of factors indicating burnout, and major correlates of burnout. A large number of counselors were surveyed by means of mailed questionnaires. The authors constructed the following definition from findings: "...for counselors, to burn out is to fail, to wear out, and become exhausted by reason of excessive demands on energy, strength, or resources, leading to feelings of fatigue, avoidance behaviors, perceived loss of effectiveness in self and others, and negative feelings about the job." They also identified some burnout indicator items: feelings (fatigue, irritation at clients or co-workers), attitudes (negative attitudes toward therapy and/or self), and behaviors (avoiding work, absenteeism, tardiness). In addition, the authors found a number of institutional and intra-personal factors which correlated with subjects' perceived degree of burnout.

Bruhn, J.G. Self-concept and the control of diabetes. American Family Physician, 1977, 15(3), 93-97.

See Other Disabilities.

Carroll, C.F., & Reppucci, N.D. Meanings that professionals attach to labels for children. Journal of Consulting and Clinical Psychology, 1978, 46(2), 372-374.

See Mental Illness.

Chipouras, S.; Cornelius, D.; Daniels, S.M.; & Makas, E. Who cares? A handbook on sex education and counseling services for disabled people. Washington, DC: George Washington University, 1979.

See Attitudes of Disabled Persons.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Cooke, T.P.; Apolloni, T.; & Shores, R.E. Developing affective behavior in exceptional children: A call for an integration of theoretical perspectives. *Psychiatric Forum*, 1976, *6*(1), 35-44.

Argues that a comprehensive response to criticisms of helping professional's inattention to children's positive affective development would necessitate the organization and extension of knowledge regarding both structural and functional features of affective development. Specifically, attention should be directed toward the determination of (a) what responses constitute the affective domain and when they appear (structural features) and (b) how such performance could be reliably developed (functional features). Both types of features are necessary for optimal planning and program development for education or therapy of exceptional children. The need to overcome "professional clannishness" and develop meaningful alternatives to traditional affective treatments is noted. (L.I. Gorsey) (PA)

Copeland, A.P., & Weissbrod, C.S. Differences in attitudes toward sex-typed behavior of nonretarded and retarded children. *American Journal of Mental Deficiency*, 1976, *81*(3), 280-288.

See *Mental Retardation*.

Cornelius, D.; Makas, E.; & Chipouras, S. *Getting together*. Washington, DC: George Washington University, 1981.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet addresses attitudes related to the provision of sex education and counseling services to disabled people. There is a brief introduction which deals in general with attitudes related to sexuality and disability, followed by a section on myths and facts related to sex education/counseling services for disabled people, and a section of scenes demonstrating the effects of attitudes on sexuality-related services for individuals with disabilities. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions between disabled people and providers of sex education/counseling services. A listing of resources for more information on sex and disability is included.

Craig, A.E., & Hyatt, B.A. Chronicity in mental illness: A theory on the role of change. *Perspectives in Psychiatric Care*, 1978, *16*(3), 139-144, 153-154.

See *Mental Illness*.

Critchley, D.L. The adverse influence of psychiatric diagnostic labels on the observation of child behavior. *American Journal of Orthopsychiatry*, 1979, *49*(1), 157-160.

See *Mental Illness*.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Darling, R.B. Parents, pediatricians, and societal reactions to congenital handicapped children: A career study of conflicting definitions of the situation. Dissertation Abstracts International, 1979(May), 39(11-A), 7005.

See Attitudes of Family Members.

Del Gaudio, A.C.; Stein, L.S.; Ansley, M.Y.; & Carpenter, P.J. Attitudes of therapists varying in community mental health ideology and democratic values. Journal of Consulting & Clinical Psychology, 1976, 44(4), 646-655.

See Mental Illness.

DeLuigi, D.J. A survey of the perceptions of psychologists regarding counseling with the mentally retarded as related to selected demographic variables. Dissertation Abstracts International, 1978(May), 38(11-A), 6529.

See Mental Retardation.

Dhir, A., & Shirali, K.A. Effect of psychiatric education on attitude of medical students towards the mentally ill. Indian Journal of Clinical Psychology, 1978, 5(2), 173-178.

See Mental Illness.

Distefano, M.K., & Pryer, M.W. Follow-up of mental health attitudes of psychiatric aides after training. Psychological Reports, 1979, 45(3), 801-802.

See Mental Illness.

Doernberg, N.L. The mental health of professionals who work with the developmentally disabled. American Journal of Orthopsychiatry, 1980, 50(4), 585-587.

Discusses some of the problems experienced by mental health professionals who work with the developmentally disabled. Many of these problems stem from an achievement-oriented society where services that do not lead recipients to "relative" independence are little valued. Suggestions for overcoming some of the natural frustrations of the profession are offered. (PA)

Dye, C.A. Effects of persuasion and autotelic inquiry methods on attitude change. Perceptual and Motor Skills, 1978, 47(3), 943-949.

See Mental Illness.

Easley, V.A. Attitudes of professional and para-professional staff of a state hospital for the retarded toward the mentally retarded. Dissertation Abstracts International, 1976(Sep.), 37(3-A), 1819-1820.

See Mental Retardation.

Farber, B.A. The process and dimensions of burnout in psychotherapists. Paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

A review of information on professional burnout, including a report on the results of a survey of psychiatrists, psychologists, and social workers. A total of 60 persons were extensively interviewed regarding their work experiences and their perceptions of their roles. The factors cited most often by interviewees as causes of burnout were lack of reciprocation for attentiveness, giving, and responsibility in the therapeutic relationship (cited by 57% of subjects); overwork (22%); difficulty dealing with patients' problems (20%); and discouragement associated with slow and erratic therapeutic progress (19%). The author suggests several ways in which this stress can be reduced: 1) the problem should be acknowledged publicly; 2) professional support groups should be available; 3) attention should be given to these issues in training for these professions; and 4) psychotherapists should pursue additional interests outside of their profession, in their spare time. The paper includes an extensive bibliography.

Feldman, A. The family practitioner as psychiatrist. American Journal of Psychiatry, 1978, 135(6), 728-731.

A discussion of the attitudes of non-psychiatric physicians toward the psychological problems of their patients. The author points out that many physicians, though acknowledging the importance of dealing with the "whole" person, do not have the training necessary to successfully elicit psychological information from their patients. Partially as a result of this, physicians are apt to exhaust all possible organic causes of problems, and, if none are found, lose interest in the patient and refer him/her to a psychiatrist. The author then addresses the basic differences between psychiatric and non-psychiatric medical training, which often is the cause of a non-psychiatric physician's inability to deal with her/his clients' psychological problems. The author concludes by suggesting more preparation of physicians for addressing psychological issues. He does stress, however, that we should not foster unrealistic expectations that this training will allow a non-psychiatric physician to act fully in both capacities.

Felsenthal, D., & Scheerenberger, R.C. Stability and attitudes of primary caregivers in the community. Mental Retardation, 1978, 16(1), 16-18.

See Mental Retardation.

Felton, G.S. Changes in attitudes toward disabled persons among allied health paraprofessional trainees in an interdisciplinary setting. Perceptual and Motor Skills, 1975, 40(1), 118.

A report on a study to judge the effect of contact with disabled people on attitude change. A small sample of female paraprofessional trainees showed an increase in positive attitudes after extensive direct contact with disabled children and their families. The Attitudes Toward Disabled Persons scale was used to measure attitude change.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Finkelstein, D.I. The attitudes of nursing home aides toward elderly disabled people as related to personality differences among aides -- An experimental study of the effect of these variables on the efficacy of staff training in improving the treatment of elderly disabled people in nursing homes. *Dissertation Abstracts International*, 1977(May), *37*(11-B), 5810.

An assessment of the effectiveness of training on the attitudes of nursing home aides toward old and disabled people. Subjects were assigned to one of three conditions: 1) six one-hour semi-weekly training sessions which included films, discussions, and sensitization exercises on attitudes toward old people and disabled people; 2) six one-hour semi-weekly training sessions, including films, discussions, and sensitization exercises which were unrelated to disability or old age; and 3) a no treatment condition. There were no differences found in post-test attitude scores between groups. However, there was a lower turnover rate among subjects in either training condition than among untreated subjects.

Fox, A.M. Review: The special education needs of physically handicapped children. *Child Care, Health & Development*, 1976, *2*(1), 45-71.

See *Attitudes of Educational Professionals*.

Franzman, B.W. The effects of training and support group membership on volunteers serving the institutionalized mentally retarded. *Dissertation Abstracts International*, 1977(May), *37*(9-B), 4753-4754.

See *Mental Retardation*.

Gilmore, N.B. The status of training of medical doctors in conducting initial informative/interpretative conferences with parents of handicapped children. *Dissertation Abstracts International*, 1977(Jan.), *37*(7-A), 4279.

A survey of medical programs to identify the presence and type of training given to physicians on conducting initial conferences with parents of disabled children. It was found that there was a great deal of attention focused on diagnosing handicaps, but relatively little on relaying this information to clients. Furthermore, it was found that this type of interpretative training, when present, was usually restricted to those who would be specializing in pediatrics or genetics. The importance of expanding this type of training is emphasized.

Godejohn, C.J.; Taylor, J.; Muhlenkamp, A.F.; & Blaesser, W. Effect of simulation gaming on attitudes toward mental illness. *Nursing Research*, 1975, *24*(5), 367-370.

See *Mental Illness*.

Gonzales, W.R. Definition and needs of the severely retarded, multiply handicapped individual as perceived by professionals outside of special education. *Dissertation Abstracts International*, 1978(Mar.), *38*(9-A), 5392-5393.

See *Attitudes of Educational Professionals*.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Goppelt, J.W. A patient is not a disease. Journal of the American Medical Association, 1978, 239(6), 495.

See Mental Illness.

Gorham, K.A. A lost generation of parents. Exceptional Children, 1975, 41 (8), 521-525.

See Attitudes of Family Members.

Grzesiak, R.C. Psychological services in rehabilitation medicine: Clinical aspects of rehabilitation psychology. Professional Psychology, 1979, 10(4), 511-520.

A discussion of the role of a psychologist in a rehabilitation situation. The author begins with a discussion of rehabilitation psychology, and psychology in a rehabilitation setting. He then proceeds to identify ways in which psychological services will differ in this setting and ways in which the services will be the same regardless of setting. He focuses on psychological assessment, counseling and psychotherapy, and behavioral techniques.

Gunther, M.S. The threatened staff: A psychoanalytic contribution to medical psychology. Comprehensive Psychiatry, 1977, 18(4), 385-397.

Discusses the fact that hospital staff working with severely damaged physically handicapped patients are subject to more frequent and more intense personal distress than are staff treating less seriously ill patients. It is hypothesized that this phenomenon is due to the sheer burden of the patients' emotional and physical demands and through the conscious and unconscious fantasies stirred in the minds of staff members by the stimulation of the massive disease processes. When staff complaints are organized into three different groups of staff-patient interactions, a previously unrecognized source of anxiety becomes evident: narcissistic vulnerability. This essentially normal, universally present personality constellation is the psyche area most threatened with disruptive overstimulation. Implications of this hypothesis for the psychiatric consultant's role in staff education and patient service are explored. (Journal summary) (PA)

Hayes, S.C., & Oates, R.K. Parental and professional assessment of developmental handicaps in children. Australian Journal of Mental Retardation, 1978, 5(4), 133-137.

See Attitudes of Family Members.

Herskowitz, J., & Marks, A.N. The spina bifida patient as a person. Developmental Medicine & Child Neurology, 1977, 19(3), 413-417.

See Mobility Impairment.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Hohmann, G.W. The insider-outsider position and the maintenance of hope. *Rehabilitation Psychology*, 1975, *22*(2), 136-141.

See *Attitudes of Disabled Persons*.

Jeger, A.M. The effects of a behavioral consultation program on consultees, clients, and the social environment. *Dissertation Abstracts International*, 1977(Sep.), *38*(3-B), 1405-1406.

See *Mental Illness*.

Kahn, M.W.; Obstfeld, L.; & Heiman, E. Staff conceptions of patients' attitudes toward mental disorder and hospitalization as compared to patients' and staff's actual attitudes. *Journal of Clinical Psychology*, 1979, *35*(2), 415-420.

See *Mental Illness*.

Kelly, L.M. The effects of the mental illness label on patient and staff attributions. *Dissertation Abstracts International*, 1977(Sep.), *38*(3-B), 1406-1407.

See *Mental Illness*.

Kelly, N.K., & Menolascino, F.J. Physicians' awareness and attitudes toward the retarded. *Mental Retardation*, 1975, *13*(6), 10-13.

See *Mental Retardation*.

Killarney, G.T., & Lass, N.J. A comparative study of the knowledge, exposure, and attitude of speech pathologists, rehabilitation counselors, and social workers toward laryngectomized persons. *Journal of Rehabilitation*, 1979 (Apr./May/Jun.), 34-38.

See *Other Disabilities*.

Kobren, G. Dr. Rebecca Jackson knows what patients are going through. *The Sun Magazine* (Baltimore), Jun. 22, 1980, 10-12, 17-19.

See *Attitudes of Employers*.

Koop, V.R. The dispositional effects of mental illness labelling on person perception. *Dissertation Abstracts International*, 1978(Apr.), *38*(10-B), 4990.

See *Mental Illness*.

Koutrelakos, J.; Gedeon, S.M.; & Struening, E.L. Opinions about mental illness: A comparison of American and Greek professionals and laymen. *Psychological Reports*, 1978, *43*(3), 915-923.

See *Mental Illness*.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Kurtz, R.A., & Giacopassi, D.J. Medical and social work students' perceptions of deviant conditions and sick role incumbency. Social Science & Medicine, 1975, 9(4-5), 249-255.

Used a questionnaire on the sick role concept with 201 medical and 198 social work students to determine acceptance patterns of legitimate sick role incumbency for three physical, two mental, two addictive, and three socially deviant conditions. A hypothesized continuum of legitimate sick role acceptance was supported for the total sample. Medical students exhibited higher sick role acceptance rates than social work students for each of the ten conditions. Comparison between first-year and more advanced students showed that differences in acceptance rates were not significant, suggesting that orientations are established before entry into programs and that the socialization experiences in medical and social work schools have little effect on perceptions of deviant conditions and sick role incumbency. Extensive ambivalence among subjects was also observed, with a higher ambivalence percentage among social work students, suggesting that medical students are firmer in their judgments relative to sick role incumbency than are social work students. (Journal abstract) (PA)

Lester, D., & Pickett, C. Attitudes toward mental illness in police officers. Psychological Reports, 1978, 42(3), 888.

See Mental Illness.

Levin, C. Attitudes of mental health professionals toward mental illness as a function of labeling and social desirability. Dissertation Abstracts International, 1978(Jan.), [illegible]7-B), 3403-3404.

See Mental Illness.

Leymaster, R.D. A study of public attitude toward mental health disorders and professional need for mental health services in Iowa. Dissertation Abstracts International, 1977(Apr.), 37(10-B), 5361.

See Mental Illness.

Lillis, L., & Wagner, R.M. Nursing education: Its effect upon attitudes toward the mentally retarded. Rehabilitation Literature, 1977, 38(11-12), 358-363.

See Mental Retardation.

McAndrew, I. Children with a handicap and their families. Child Care, Health & Development, 1976, 2(4), 213-237.

See Cerebral Palsy.

Maxwell, R.J. Doomed status: Observations on the segregation of impaired old people. Psychiatric Quarterly, 1979, 51(1), 3-14.

The antecedents and consequences of the segregation of severely impaired old people within institutions is seen as a problem that deserves more research attention than it has so far received. Given that such segregation exists and that it has some positive benefits for both staff and residents in homes for the aged, it is proposed that there exist among administration and ward staff impulses to avoid the mentally impaired aged, and that these impulses are part of a more general phylogenetic residue. Many animals show avoidance reactions in the presence of strange objects or strange conspecific individuals, and the more advanced the animal, the more disturbed it seems to be. It is suggested that the segregation of impaired old people consigns them to a doomed role, rather than a sick role, and that the process operates largely through the impact of the activation of the emergency team and the withdrawal of community support and can result in the death of the individual, partly by means of suggestion. Examples of sudden unexplained deaths are drawn from material on simpler societies. (Journal abstract) (PA)

Morrison, J.K., et al. Attitudes of community gatekeepers and psychiatric social workers toward mental illness. Journal of Community Psychology, 1979, 7(2), 147-150.

See Mental Illness.

Morrison, J.K., & Hanson, G.D. Clinical psychologists in the vanguard: Current attitudes toward mental illness. Professional Psychology, 1978, 9(2), 240-248.

See Mental Illness.

Morrison, J.K.; Madrazo-Peterson, R.; & Simons, P. Attitudes toward mental illness: A conflict between students and professionals. Psychological Reports, 1977, 41(3, Pt. 1), 1013-1014.

See Mental Illness.

Murthy, R.S., & Arora, M. Attitude changes in medical postgraduates following short-term training in psychiatry. Indian Journal of Clinical Psychology, 1976, 3(2), 165-169.

See Mental Illness.

Naremore, R.C., & Hipskind, N.M. Responses to the language of educable mentally retarded and normal children: Stereotypes and judgments. Language, Speech & Hearing Services in the Schools, 1979, 10(1), 27-34.

See Mental Retardation.

Norman, H.A. An analysis of attitudes of ward attendants toward mental retardation in four state residential institutions for the mentally retarded. Dissertation Abstracts International, 1975(Sep.), 36(3-A), 1438-1439.

See Mental Retardation.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

O'Keefe, A.M. Perceptions of the mentally ill and their treatment: Toward meaningful social policy. Dissertation Abstracts International, 1978 (May), 38(11-B), 5583.

See Mental Illness.

Parsons, T. The sick role and the role of the physician reconsidered. The Milbank Memorial Fund Quarterly: Health and Society, 1975, 53(3), 257-278.

A paper which discusses one view of the physician/patient relationship. The author views this relationship as "asymetrical," and compares it to a teacher/student situation.

Patterson, D.L. The effects of systematic desensitization on social-interpersonal discomfort with the physically disabled. Dissertation Abstracts International, 1978 (May), 38(11-B), 5585-5586.

A report on the effects of desensitization sessions on reducing stress in interpersonal contact situations between disabled and nondisabled people. Subjects were students who participated in three weekly desensitization sessions. Subjects were tested both pre-intervention and post-intervention by use of galvanic skin responses (GSR's) and self-report questionnaires. Results found no significant differences from pre-test to post-test, and no significant differences between nursing students and students in non-medical fields. There was a significant correlation between GSR results and self-report questionnaire responses. The author, however, suggests both forms of measurement to accurately assess stress in interaction situations without the contamination of results by social desirability factors.

Pines, A., & Maslach, C. Characteristics of staff burnout in mental health settings. Hospital & Community Psychiatry, 1978, 29(4), 233-237.

An empirical assessment of the relationship between a number of institutional and personal variables and the attitudes of a sample of mental health workers toward themselves, their jobs, and their patients. Data were collected through questionnaires and interviews. Institutional variables found to correlate with staff members' attitudes were: staff-patient ratio, proportion of schizophrenics in patient population, work relationships, staff-patient relationships, frequency of staff meetings, ability to take time-outs, work schedules, time in direct contact with patients, time spent with other staff members, time spent in administrative duties, and work sharing. Personal variables found to correlate with staff members' attitudes were: amount of formal education, rank, time in mental health work, sense of success and control, relationships with patients, job attitudes, and attitudes toward mental illness. The authors summarize their findings and list a number of techniques suggested by their research for successfully coping with job stress.

Porot, M.; Bourasset, G.; & Plenat, M. Prejudice and psychiatry: Results of a survey of medical students. (Fren.) Annales Médico-Psychologiques, 1976, 2(5), 737-752.

See Mental Illness.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Pryer, M.W., & Distefano, M.K. Effects of training on the mental health attitudes of Black and White psychiatric aides. Psychological Reports, 1978, 42(3, Pt. 1), 1017-1018.

See Mental Illness.

Rehabilitation Research Institute. Assessing social integration of mentally ill persons in community care. Rehab Brief, 1980, 3(5), 1-4.

See Mental Illness.

Rendecka, A., & Zuraw, J. Attitudes of clinical psychologists toward mental health and social pathology as measured by the semantic differential. (Polh.) Przeglad Psychologiczny, 1978, 21(4), 721-734.

See Mental Illness.

Richardson, H.B., & Guralnick, M.J. Pediatric residents and young handicapped children: Curriculum evaluation. Journal of Medical Education, 1978, 53 (6), 487-492.

A report on the impact of a four-week, twelve-hour training program for pediatric residents designed to increase their knowledge of, skills with, attitudes toward, and clinical judgments of disabled children. Training included direct work with the disabled child, interviews with the parents of the child and other professionals, and selected readings and videotapes related to disability. Findings demonstrated that program participants scored significantly higher than nonparticipants on knowledge questions; and they scored higher, although in some cases not significantly higher, on attitude questions. The authors discuss these results in terms of future training, and they recommend their experimental design for future program scheduling.

Rosen, H., & Corcoran, J.F.T. The attitudes of USAF officers toward mental illness: A comparison with mental health professionals. Military Medicine, 1978, 143(8), 570-574.

See Mental Illness.

Rosenbaum, M.; Elizur, A.; & Wijsenbeek, H. Attitudes toward mental illness and role conceptions of psychiatric patients and staff. Journal of Clinical Psychology, 1976, 32(1), 167-173.

See Mental Illness.

Rubin, A. Commitment to community mental health aftercare services: Staffing and structural implications. Community Mental Health Journal, 1978, 14(3), 199-208.

See Mental Illness.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Rudolph, C.L. Factors associated with attitudes toward the mentally retarded of employees of a state institution for the mentally retarded. Dissertation Abstracts International, 1975(Jul.), 36(1-A), 223-224.

See Mental Retardation.

Sadlick, M., & Penta, F.B. Changing nurse attitudes toward quadriplegics through use of television. Rehabilitation Literature, 1975, 36(9), 274-278.

See Mobility Impairment.

Schinke, S.P., & Wong, S.E. Evaluation of staff training ir group homes for retarded persons. American Journal of Mental Deficiency, 1977, 82(2), 130-136.

See Mental Retardation.

Schultz, C.L.; Harker, P.; & Gardner, J.M. Mental health attitudes of professionals in training. Australian Psychologist, 1977, 12(1), 69-75.

See Mental Illness.

Schuman, J.E., & Willard, H.N. Role of the acute hospital team in planning discharge of the chronically ill. Geriatrics, 1976, 31(2), 63-67.

See Attitudes of Disabled Persons.

Segal, S.P., & Aviram, U. Reintegrating the mentally ill in the community. International Journal of Rehabilitation Research, 1979, 2(4), 499-506.

See Mental Illness.

Segal, S.S. Residential care for the mentally handicapped. Educational Research, 1977, 19(3), 199-216.

See Mental Retardation.

Seitz, S., & Geske, D. Mothers' and graduate trainees' judgments of children: Some effects of labelling. American Journal of Mental Deficiency, 1976, 81(4), 362-370.

See Mental Retardation.

Stewart, M.A., & Buck, C.W. Physicians' knowledge of and response to patients' problems. Medical Care, 1977, 15(7), 578-585.

A study which attempted to measure physicians' knowledge of and response to various aspects of patients' concern: complaints, discomforts, worries, disturbances of daily living, and social problems. Results indicated that physicians' knowledge of physical disorders was greater than knowledge of social problems. Responses to physical difficulties, however, were found to be no greater than responses to social problems.

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Stockton, M.D. Attitudinal and behavioral change associated with psychiatric attendant training. Dissertation Abstracts International, 1976(Jul.), 37 (1-B), 480.

See Mental Illness.

Stokes, B.M. Helping parents to accept. Child Care, Health & Development, 1976, 2(1), 29-33.

See Mental Retardation.

Sutcliffe, G.E. Wakerley Lodge: Patient program. Nursing Times, 1977, 73(19), 693.

One in a series of articles describing a unit for young disabled people built on the grounds of Leicester General Hospital. This is a brief and basically superficial article. One section, however, deals with "new attitudes."

Svarstad, B.L., & Lipton, H.L. Informing parents about mental retardation: A study of professional communication and parent acceptance. Social Science & Medicine, 1977, 11(11), 645-651.

See Mental Retardation.

Tichenor, C.C., & Rundall, T.G. Attitudes of physical therapists toward cancer: A pilot study. Physical Therapy, 1977, 57(2), 160-165.

See Other Disabilities.

Vacher, C.D. Changes in knowledge, attitudes, and skills as a function of mental health consultation to physicians. Dissertation Abstracts International, 1975(Jun.), 35(12-B, Pt. 1), 6120.

See Mental Illness.

Vargo, J.W. Some psychological effects of physical disability. The American Journal of Occupational Therapy, 1978, 32(1), 31-34.

See Attitudes of Disabled Persons.

Vash, C.L. The psychology of disability. Rehabilitation Psychology, 1975, 22(3), 145-162.

Reviews and critiques the status of psychological services for the disabled in five service sectors: (a) community hospitals, (b) rehabilitation hospitals/units, (c) state and federal vocational rehabilitation agencies, (d) independent living programs, and (e) private practitioners and clinics. Recommendations for improvements in each area are offered, a program of advocacy is outlined for reducing devaluation of the disabled and increasing their societal acceptance. (C.B. Barad) (PA)

ATTITUDES OF MEDICAL/MENTAL HEALTH PROFESSIONALS (Cont.)

Wada, M.A., & Brodwin, M.G. Attitudes of society toward sexual functioning of male individuals with spinal cord injury. Psychology, 1975, 12(4), 18-22.

See Mobility Impairment.

Walke, M.A.K. When a patient needs to unburden his feelings. American Journal of Nursing, 1977, 77(7), 1164-1166.

An article which focuses on the changing needs of patients to discuss and explore their concerns. This article is directed toward nurses, and advises a patient-centered approach.

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS

Acton, J.J. Establishing and maintaining a therapeutic environment in a residential rehabilitation center for the blind. New Outlook for the Blind, 1976, 70(4), 149-152.

See Visual Impairment.

Adams, A.S. Rehabilitation consumerism: Confrontation or communication and cooperation? Journal of Rehabilitation, 1976, 42(1), 23-25, 29.

An address by the Commissioner of the Rehabilitation Services Administration which discusses the mutual cooperation which should exist between providers and recipients of rehabilitation services. He stresses that consumerism is not only mandated by the law; it is also basic to the democratic process and to the human desire to participate in one's own destiny. He enumerates ways in which consumer involvement can be expanded and the benefits resulting from this involvement.

Albrecht, G.L. The sociology of physical disability and rehabilitation. Pittsburgh, PA: University of Pittsburgh Press, 1976. (Book review in Rehabilitation Literature, 1977, 38(6-7), 218.)

"Eleven interdisciplinary articles address the status of disabled persons in American culture, their relationships with professionals and family, the often inappropriate expectations of society and the professional for the patient and his goals, and the political factors in program design and the distribution of funds." (Review)

Albrecht, G.L., & Higgins, P.C. Rehabilitation success: The interrelationships of multiple criteria. Journal of Health & Social Behavior, 1977, 18(1), 36-45.

See Attitudes of Disabled Persons.

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

Allen, H.A., & Cohen, M.S. Client preference for a disabled counselor. Rehabilitation Counseling Bulletin, 1980, 23(3), 165-168.

See Attitudes of Disabled Persons.

Anderson, T.P., & Kottke, M.D. Stroke rehabilitation: A reconsideration of some common attitudes. Archives of Physical Medicine & Rehabilitation, 1978, 59(4), 175-181.

See Cardiovascular Impairment.

Athelstan, G.T. Rehabilitation of the severely disabled? How are we doing? Where are we going? Archives of Physical Medicine & Rehabilitation, 1976, 57(10), 486-488.

See Attitudes of Medical/Mental Health Professionals.

Auffrey, J.J.L. The physical attractiveness of mentally retarded program candidates as a determinant of evaluation by professionals of varying training and experience. Dissertation Abstracts International, 1976 (Mar.), 36(9-A), 5985.

See Mental Retardation.

Backer, T.E. New directions in rehabilitation outcome measurement. Washington, DC: Institute for Research Utilization, 1977.

A comprehensive review of systems of rehabilitation outcome measurement. Included is a discussion of the pressures placed on the counselor by the traditional method of quantifying job placements as a rating of rehabilitation success. New measurement techniques, including client satisfaction studies, are discussed in detail.

Badame, R.S. Sex-role stereotyped perceptions of the disabled. Dissertation Abstracts International, 1979(Jan.), 39(7-B), 3497-3498.

An experimental study assessing the perceived femininity or masculinity of disabled versus nondisabled stimulus persons. Female rehabilitation counseling students were asked to rate people, using the Bem Sex-Role Inventory, whom they believed were either nondisabled or wheelchair users. There were two significant differences in perceptions: 1) The disabled man was perceived to be more stereotypically masculine than the nondisabled man; and 2) The nondisabled woman was perceived to be more stereotypically feminine than the disabled woman. The author discusses these findings in relation to previous research and the implications for future research.

Baker, F.M.; Baker, R.J.; & McDaniel, R.S. Denormalizing practices in rehabilitation facilities. Rehabilitation Literature, 1975, 36(4), 112-115.

The author defines denormalization-dehumanization as "...what happens to persons when the principle of normalization is not the ideologic base for

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

the establishment and delivery of human management services such as those of rehabilitation facilities." (p. 112) The authors discuss labeling, separate service systems for special disability groups, expectations of client passivity and dependence, physically isolated facilities, etc. Mainstreaming and normalization are emphasized.

Barba, E. Attitudes toward the chronically ill and disabled: Implications for the health care systems. Social Work in Health Care, 1977, 3(2), 199-210.

See Attitudes of Medical/Mental Health Professionals.

Biel, M.A. Characteristics and attitudes of and guidelines for counselors working with persons with epilepsy. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 4052-4053.

See Epilepsy.

Bolton, B., Ed. Psychology of deafness for rehabilitation counselors. Baltimore, MD: University Park Press, 1976.

See Hearing Impairment.

Boone, S.E.; Roessler, R.T.; & Cooper, P.G. Hope and manifest anxiety: Motivational dynamics of acceptance of disability. Journal of Counseling Psychology, 1978, 25(6), 551-556.

See Attitudes of Disabled Persons.

Brajša, P., et al. Team and group approach to problems of occupational rehabilitation and interpersonal conflicting situations among workers of the Centre "8 May" in Varazdin. (Srcr.) Socijalna Psihijatrija, 1978, 6(4), 285-311.

See Attitudes of Medical/Mental Health Professionals.

Braunstein, W.B. Gainful employment: The myth and hope of rehabilitation consumers. Journal of Applied Rehabilitation Counseling, 1977, 8(1), 22-27.

See Attitudes of Employers.

Bray, G.P. Reactive patterns in families of the severely disabled. Rehabilitation Counseling Bulletin, 1977, 20(3), 236-239.

See Attitudes of Family Members.

Byrd, E.K.; Byrd, P.D.; & Emener, W.G. Student, counselor, and employer perceptions of employability of severely retarded. Rehabilitation Literature, 1977, 38(2), 42-44.

See Mental Retardation.

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

Canedo, A., & Ryan, P. Overcoming barriers to employment: The effects of a career development program within a rehabilitation facility on the disabled adolescent's transition to the world of work. Paper presented at the American Congress of Rehabilitation Medicine annual meeting, Oct. 1980, Washington, DC.

See Attitudes of Disabled Persons.

Chipouras, S.; Cornelius, D.; Daniels, S.M.; & Makas, E. Who cares? A handbook on sex education and counseling services for disabled people. Washington, DC: George Washington University, 1979.

See Attitudes of Disabled Persons.

Cook, D.W. Guidelines for conducting client satisfaction studies. Journal of Applied Rehabilitation Counseling, 1977, 8(2), 107-114.

A discussion of alternative or supplemental means by which rehabilitation "success" can be measured in addition to the more traditional quantifications of case closures or client monetary gains. Methodological concerns regarding client satisfaction studies are discussed as well as results of several satisfaction studies.

Cook, D.W. Psychological aspects of spinal cord injury. Rehabilitation Counseling Bulletin, 1976, 19(4), 535-543.

See Mobility Impairment.

Cook, D.W.; Kunce, J.T.; & Getsinger, S.H. Perceptions of the disabled and counseling effectiveness. Rehabilitation Counseling Bulletin, 1976, 19(3), 470-475.

A study, involving 80 counselors and their attitudes toward disability, which indicated that the 40 counselors judged by supervisors as the more effective counselors rated disabled people similarly to nondisabled people. Those counselors rated as less effective differed significantly. "The authors conclude that attitudes toward the disabled are important service-delivery factors and should be consciously dealt with in counselor training and in on-the-job supervision." (p. 470)

Corcoran, C.M., & McAleer, C.A. Effects of client aphasia on client evaluation and counselor behavior. Journal of Counseling Psychology, 1980, 27(2), 166-170.

See Other Disabilities.

Cornelius, D.; Makas, E.; & Chipouras, S. Getting together. Washington, DC: George Washington University, 1981.

See Attitudes of Medical/Mental Health Professionals.

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

Coven, A.B. The Gestalt approach to rehabilitation of the whole person. Journal of Applied Rehabilitation Counseling, 1978, 9(4), 143-147.

See Attitudes of Disabled Persons.

Crewe, N.M.; Athelson, G.T.; & Meadows, G.K. Vocational diagnosis through assessment of functional limitations. Archives of Physical Medicine & Rehabilitation, 1975, 56(12), 513-516.

See Attitudes of Employers.

Crunk, W.A. A study of attitudes toward the severely disabled among five rehabilitation groups. Dissertation Abstracts International, 1976(May), 36(11-A), 7202.

A study which focuses on the differences in attitude toward disabled people among five rehabilitation groups: vocational rehabilitation counselors, disability determination examiners, facility workers, full-time graduate rehabilitation counseling students, and undergraduate rehabilitation counseling students. A semantic differential attitude scale was used. Results indicate a significant difference between groups. The severely disabled were viewed negatively by all groups; the non-severely disabled, however, were viewed positively.

Crunk, W.A., & Allen, J. Attitudes toward the severely disabled among five rehabilitation groups. Journal of Applied Rehabilitation Counseling, 1977, 7(4), 237-244.

An article summarizing the dissertation research reported in W.A. Crunk, 1975, above.

Dailey, A.T. Physically handicapped women. Counseling Psychologist, 1979, 8(1), 41-42.

Discusses several characteristics of handicapped women, including a sense of rejection by society, suppressed anger, grief, and limited career options. While rehabilitation counselors are trained in the terminology and characteristics of disability, their concern has been with handicapped men to this point. Principles for counseling handicapped women are listed. (L.A. Reitz) (PA)

Danker-Brown, P.; Sigelman, C.K.; & Flexer, R.W. Sex bias in vocational programming for handicapped students. Journal of Special Education, 1978, 12(4), 451-458.

See Learning Disabilities.

Deegan, M.J. Depression and physical rehabilitation. Journal of Sociology & Social Welfare, 1977, 4(6), 945-954.

See Attitudes of Disabled Persons.

Elias, S.F.; Sigelman, C.K.; & Danker-Brown, P. Interview behavior of and impressions made by mentally retarded adults. American Journal of Mental Deficiency, 1980, 85(1), 53-60.

See Mental Retardation.

Ellis, W.K. Fair play. Washington, DC: George Washington University, 1981.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet addresses attitudes related to the provision of recreational services to disabled people. There is a brief introduction which deals in general with attitudes related to recreation and disability, followed by a section on myths and facts related to recreation for disabled persons, and a section of scenes demonstrating the effects of attitudes on recreation services available to disabled people. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions between disabled people and recreation professionals. A listing of resources for more information on recreation and disability is included.

Emener, W.G. Placement: A counselor attitude index. Rehabilitation Counseling Bulletin, 1976, 19(3), 492-494.

"This article offers a rationale for rehabilitation counselors' exploration of their attitudes toward placement in the rehabilitation process. An attitude index is included, with a description and explanation, a suggested operational procedure, and suggested use by rehabilitation counselors and by training research, and education programs." (p. 492)

Emener, W.G. Relationships among rehabilitation counselor characteristics and rehabilitation client outcomes. Rehabilitation Counseling Bulletin, 1980, 23(3), 183-192.

A report on a study which attempted to measure the relationship between rehabilitation "closures" and rehabilitation counselor characteristics. Seventeen rehabilitation counselor characteristics were selected as variables: five of them demographic (e.g., age, size of caseload, years of education); and twelve of them non-demographic (e.g., counselor orientation-role, spontaneous verbal ability, openness versus guardedness). These characteristics were correlated with five closure status categories (including closure success rate) for a sample of 61 vocational rehabilitation counselors. Only three of the resulting correlations were significant, which, the author indicates, is well within the range of chance fluctuation. The highest correlation was only .29, and that was between one of the closure categories and the demographic characteristic, "case-load size." The author points out that there were no significant correlations between closures and many of the characteristics claimed most important in the literature (e.g., communications skills, education).

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

Emener, W.G., & Andrews, W. The Individualized Written Rehabilitation Program: Perceptions from the field. Journal of Applied Rehabilitation Counseling, 1977, 7(4), 215-222.

A discussion of the IWRP and its possible effects on the rehabilitation process. Although the authors acknowledge that, theoretically, a mutually created schedule should increase counselor-client interaction, they raise the serious question as to whether the additional paperwork helps or hinders true interaction between the two parties. Data from a pilot study of counselors is presented which supports this skepticism.

Emener, W.G., & McHargue, J.M. Employer attitudes toward the employment and placement of the handicapped. Journal of Applied Rehabilitation Counseling, 1978, 9(3), 120-125.

See Attitudes of Employers.

Farber, B.A. The process and dimensions of burnout in psychotherapists. Paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

See Attitudes of Medical/Mental Health Professionals.

Felice, K.A.; Muthard, J.E.; & Hamilton, L.S. The rehabilitation problems and needs of the spinal-cord injured: A pilot study. Journal of Applied Rehabilitation Counseling, 1976, 7(2), 76-88/

See Mobility Impairment.

Finkelstein, V. Attitudes and disabled people: Issues for discussion. New York: World Rehabilitation Fund, Inc., Dec. 1979.

A monograph which attempts to refocus public attention as it relates to disability and, by means of this refocusing, change attitudes toward disability. The author contends that "disability" is a social relationship, rather than a characteristic giving information about a problem. He argues that those who attempt to research this topic actually contribute to the "disabling social relationship." The author describes the "paradox" of disability: the reaction of pity and the opposite, but equally negative, reaction of discrimination. He traces attitudes toward disability and disabled people through recent history: 1) Phase I -- disabled people were in society, but shunned; 2) Phase II -- disabled people were removed from mainstream society and placed in some form of custodial care; and 3) Phase III -- disabled people are reintegrated. The author emphasizes the need for focus on the social relationship, and not the disabled person, to facilitate this phase.

Flexer, R.W. A comparison of student attitudes toward the disabled in courses on disability and educational psychology courses. Dissertation Abstracts International, 1975(May), 35(11-A), 7122-7123.

A report of a study in which an attempt was made to relate exposure to disability-oriented information to attitudes toward disabled people. The

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

researcher attempted to control other variables, such as differences in actual contact with disabled people. The three groups were: 1) a group which had just completed a course on disability and intended to work with disabled people; 2) a group which had completed a course on disability on an elective basis; and 3) a group which had completed a course in educational psychology. As hypothesized, there were differences in attitudes, as measured by social distance items toward eight disabilities, based on exposure to information. Group I was more positive toward four disabilities than Group II and toward five (adjusted) disabilities than Group III. Group II was more positive toward three disabilities than Group III. Subjects overall ranked the disabilities from most to least positive as follows: physical, sensory, brain-related, and socio-cultural.

Franklin, E.L., & Rubin, S.E. Facilitating the suitable placement of deaf rehabilitation clients. *Journal of Applied Rehabilitation Counseling*, 1976, 7(3), 164-169.

See *Hearing Impairment*.

Garrett, J.F. Professionalism in rehabilitation in the 1980's. *Archives of Physical Medicine & Rehabilitation*, 1976(Mar.), 57, 93-97.

A lecture to the annual session of the American Congress of Rehabilitation Medicine. The author stresses the importance of truly assessing the needs of the disabled population in order to determine what services and skills are essential for the future. A substantial portion of the article is devoted to transportation needs and technological advances. The author also discusses trends for the future including: increased social and recreational services, emphasis on accountability and producing results, increased unionization, and a greater emphasis on prevention.

Garte, S.H., & Rosenblum, M.L. Lighting fires in burned-out counselors. *Personnel and Guidance Journal*, 1978, 57(3), 158-160.

An interesting discussion of the importance of leisure in combatting job burnout. The authors discuss the evolution of leisure workshops from a format designed to instruct counselors in their clients' recreational and leisure needs to a format designed to help the counselor more successfully integrate his/her leisure interests into the work situation. They emphasize the potential value of leisure therapy in restoring enthusiasm in burned-out counselors, and they offer specific suggestions for identifying activities which can be most easily integrated into the occupational setting.

Gliedman, J. The wheelchair rebellion. *Psychology Today*, 1979, 13(3), 59-64, 99-101.

A discussion of the increased attention to the civil rights of disabled people in recent years. The author begins with a brief history of civil rights and social changes. This is followed by a description of the population and a discussion of disabled people as a minority group, compared to other minority groups. Some time is spent on the Davis decision, a recent

Supreme Court decision addressing affirmative action by educational facilities. There is a discussion of societal and professional attitudes toward disabled people. The medical model is held partially responsible for the persistence of stigmatizing attitudes, particularly among professionals who work in social services. The author concludes by demonstrating the politically damaging effects of a focus on this medical model.

Goldberg, R. Current issues in rehabilitation research. Rehabilitation Literature, 1976, 37(3), 66-70.

A discussion of the shifting trends in rehabilitation research since the early 1960's. The author states, however, that several issues will continue to be of concern in the years ahead: (1) the evaluation of the adjustment and satisfaction of rehabilitation clients with agency services, (2) research on persons with severe chronic disability, (3) evaluation of job development and placement for disabled people, (4) the use of research techniques for management, (5) methodological concerns, (6) research on persons whose disability is so great that they will probably never enter competitive employment, (7) the question of who directs rehabilitation research, (8) consumer involvement in research, (9) program evaluation, (10) evaluation of rehabilitation services for people who are homebound.

Goolsby, E.L. Facilitation of family-professional interaction. Rehabilitation Literature, 1976, 37(11-12), 332-334.

See Attitudes of Disabled Persons.

Gottlieb, J. Public, peer, and professional attitudes toward mentally retarded persons. In M.J. Begab & S.A. Richardson (Eds.), The mentally retarded and society: A social science perspective. Baltimore, MD: University Park Press, 1975, 99-125.

See Mental Retardation.

Gregg, C.H. The use of simulation materials in rehabilitation counselor education. Rehabilitation Counseling Bulletin, 1977(Sep.), 39-41.

A brief discussion of the use of simulation in rehabilitation counselor training. After introducing the general value of simulation to an educational experience, the author describes the steps necessary to create a simulation. He then presents two simulations that have been used in introductory courses in rehabilitation counseling. In the first, designed to introduce the concept of norm and to increase awareness on the development of treatment approaches, the students are divided into specific primitive groups, which must develop societal norms about disability and methods for dealing with their disabled members. In the second simulation, intended to promote group problem solving and to increase awareness of intergroup competition and cooperation, each student plays the role of a rehabilitation professional, and the group deals with the necessity of reducing its numbers.

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

Grzesiak, R.C. Psychological services in rehabilitation medicine: Clinical aspects of rehabilitation psychology. Professional Psychology, 1979, 10(4), 511-520.

See Attitudes of Medical/Mental Health Professionals.

Guthrie, V.L., & Swenson, D.M. Recreation: Key modality in rehabilitation. Journal of Leisurability, 1975, 2(1), 8-13.

See Attitudes of Disabled Persons.

Hendren, G. Counselor burnout. Audiotape of presentation given at the Rehabilitation Counseling Symposium at Oklahoma State University, Oct. 6, 1979. (Available from the Audiovisual Center, Oklahoma State University, Stillwater, OK.)

A tape recording (approximately one hour long) of an excellent presentation on professional burnout given to a group of rehabilitation counselors. The training session includes both a didactic presentation and an informal question and answer session. The major topics of discussion are a definition of burnout, causes of burnout in a rehabilitation setting and elsewhere, symptoms of burnout, methods of preventing burnout, and ways in which existing burnout can be alleviated. Dr. Hendren presents an interesting comparison between burnout and grieving.

Hersh, A.; Carlson, R.W.; & Lossino, D.A. Normalized interaction with families of the mentally retarded -- To introduce attitude and behavior change in students in a professional discipline. Mental Retardation, 1977, 15(1), 32-33.

See Mental Retardation.

Hill, C.E. Differential perceptions of the rehabilitation process: A comparison of client and personnel incongruity in two categories of chronic illness. Social Science & Medicine, 1978, 12(1-B), 57-63.

See Attitudes of Disabled Persons.

Hooge, N.C. Labeling in the counseling process. Journal of Applied Rehabilitation Counseling, 1977, 8(2), 84-88.

A discussion of the negative aspects of labeling in a rehabilitation setting and suggested means by which these negative aspects can be eliminated. Although recognizing the utility of "labeling" in relaying important information to others within the rehabilitation program, the author stresses two major negative aspects. By labeling a client's behavior, 1) the counselor avoids understanding or explaining the behavior, and 2) the individuality of the client is ignored. The author suggests instead "positive labeling" in which the behaviors are stated objectively rather than summarized by a term the counselor subjectively attaches to these behaviors. This, the author explains, avoids prejudicing others' expectations of the client.

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

Karnes, M.B., & Zehrbach, R.R. Matching families and services. *Exceptional Children*, 1975, 41(8), 545-549.

See Attitudes of Family Members.

Killarney, G.T., & Lass, N.J. A comparative study of the knowledge, exposure, and attitude of speech pathologists, rehabilitation counselors, and social workers toward laryngectomized persons. *Journal of Rehabilitation*, 1979 (Apr./May/Jun.), 34-38.

See Other Disabilities.

Krauft, C.; Rubin, S.; & Bozarth, J. Counselor's attitudes toward disabled persons and client program completion. *Research Report*, ARR&TC #896, Arkansas Rehabilitation Research and Training Center, Oct. 1975.

A report on a study which researched the relationship between counselors' attitudes toward disabled people and clients' program completion rates. Results indicate a significant relationship when clients are more severely disabled, but not when clients are less severely disabled. The Attitudes Toward Disabled Persons scale was used to assess counselors' attitudes. Implications of these findings are discussed, including the use of this research in formulating counselor selection criteria and counselor training.

Krauft, C.C.; Rubin, S.E.; & Bozarth, J.D. Instructors' attitudes toward disabled persons and student vocational program completion. *Research Abstract*, 1976, 5(2), 1-2. (Arkansas Rehabilitation Research and Training Center, University of Arkansas, ARR&TC #922.)

An abstract on a study in which an attempt was made to extend the work done in a previous study by the same three authors. In the first study, the authors had found that rehabilitation counselors who had more positive attitudes toward disabled people had higher rates of client program completion than did counselors who had less positive attitudes. In the present study, the authors assessed the relationship between the attitudes of fifteen vocational instructors and their rates of client program completion. Attitudes were measured using the Attitudes Toward Disabled Persons scale. Results failed to find the hypothesized relationship. The authors suggest that attitudes may play a less crucial role in vocational instruction than in counseling or overall program completion.

Krauft, C.C.; Rubin, S.E.; Cook, D.W.; & Bozarth, J.D. Counselor attitude toward disabled persons and client program completion: A pilot study. *Journal of Applied Rehabilitation Counseling*, 1976, 7(1), 50-54.

Discussions of attitudes toward the disabled have suggested that counselor attitude toward disability may affect client rehabilitation outcome. The present study investigated the relationship of counselor attitudes toward the disabled and client rehabilitation success, using seven facility counselors and four counselor aids. Subjects' attitudes were assessed by the Attitudes Toward Disabled Persons, Form A. Subjects who held more positive attitudes

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

toward the disabled experienced greater success than less positive subjects when working with clients perceived to have those disabilities most different from the able-bodied. Characteristics which differentiated the more and less positive attitude counselors are discussed. (Journal abstract) (PA)

Krieger, G.W. Loss and grief in rehabilitation counseling of the severely traumatically disabled. Journal of Applied Rehabilitation Counseling, 1977, 7(4), 223-227.

See Attitudes of Disabled Persons.

Krupnick, N., & Krieger, G.W. The deaf in the world of work. Journal of Employment Counseling, 1976, 13(4), 182-188.

See Hearing Impairment.

Kurtz, R.A., & Giacopassi, D.J. Medical and social work students' perceptions of deviant conditions and sick role incumbency. Social Science & Medicine, 1975, 9(4-5), 249-255.

See Attitudes of Medical/Mental Health Professionals.

Lenhart, L.C. The stigma of disability. Dissertation Abstracts International, 1977(Apr.), 37(10-B), 5439.

See Attitudes of Disabled Persons.

Libby, E.W. Perceptions of stressful life events: A comparison between physically disabled and nondisabled adults. Dissertation Abstracts International, 1978(Jan.), 38(7-B), 3368-3369.

See Attitudes of Disabled Persons.

Lofaro, G.A., & James, F. Experimental disability: A Gestalt perspective. Rehabilitation Counseling Bulletin, 1980, 23(3), 209-217.

An article which describes a rehabilitation counselor education technique involving structured exercises related to attitudes and adjustment to physical disability. The program gives students the opportunity to role-play various disabilities and discuss the implications in social and vocational situations. Gestalt counseling techniques are used to process the experience.

McDaniel, J.W. Needs assessment survey for the State of Wyoming of resources for serving target populations of the severely disabled. Research & Training Center #10, University of Colorado, Report #9, Apr. 1974-May 1975.

A comprehensive survey which utilized questionnaires and site visits to assess the rehabilitation delivery system in Wyoming. Attention was given to agency attitudes, needs, manpower distribution, and recommendations for program and facility changes. A cost/benefit framework was developed.

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

McEwan, J. Center for Independent Living: An overview. Rehabilitation Counseling Bulletin, 1976, 19(4).

See Attitudes of Disabled Persons.

Mackey, J. The rehabilitation checklist. Transactional Analysis Journal, 1975, 5(4), 376.

See Attitudes of Disabled Persons.

Makas, E. Increasing counselor-client communication. Rehabilitation Literature, 1980, 41(9-10), 235-238, 271.

See Attitudes of Disabled Persons.

Makas, E. Partners. Washington, DC: George Washington University, 1980.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet addresses the attitudes of rehabilitation counselors toward their disabled clients. There is a brief introduction which deals in general with attitudes within the rehabilitation setting, followed by a section on myths and facts related to disability and rehabilitation, and a section of scenes demonstrating the effects of attitudes on rehabilitation situations encountered by disabled people. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions between disabled people and nondisabled (or disabled) rehabilitation counselors.

Makas, E. Rehabilitation counselor-client study: Final report. Washington, DC: George Washington University, 1980.

See Attitudes of Disabled Persons.

Mallik, K., & Sprinkle, J. System approach in vocational rehabilitation agencies with a new look. Rehabilitation Literature, 1977, 38(5), 138-142.

See Attitudes of Employers.

Manus, G.I. Is your language disabling? Journal of Rehabilitation, 1975, 41 (5), 35.

A very brief article that attempts to sensitize rehabilitation professionals to depersonalizing language and labels.

Maslach, C. Burned-out. Human Behavior, 1976, 5(9), 16-22.

An article which concisely presents the physical and emotional symptoms of burnout and a variety of techniques for coping with burnout. The author presents both negative methods of reducing stress (e.g., distancing from clients, dehumanization, mechanized dealing with problems, physical withdrawal, etc.) and positive methods (e.g., time outs, work sharing, group support, etc.). The author concludes with a brief discussion of training possibilities which might prepare the social service worker to cope with job stress.

Maslach, C., & Pines, A. Burnout: The loss of human caring. In A. Pines & C. Maslach (Eds.), Experiencing social psychology: Readings and projects. New York: Alfred A. Knopf, 1979, 246-252.

A good introductory article on the symptoms of burnout and both positive and negative ways of coping with burnout in a social service setting. The authors discuss a number of detachment techniques: dehumanizing language, intellectualization, compartmentalization of work and personal lives, physical and emotional withdrawal, and social techniques. They also present a number of factors which their research has suggested may affect the likelihood of burnout: staff-client ratio, time-outs versus escapes, amount of direct contact with clients, social-professional support systems, analysis of personal feelings, and training in interpersonal skills. These factors are used to recommend ways in which social service workers can more effectively cope with job stress.

Mayadas, N.S. Houseparents' expectations: A crucial variable in the performance of blind institutionalized children. New Outlook for the Blind, 1975, 69(2), 77-85.

See Visual Impairment.

Mayers, F. Modifying attitudes and adjustment through social work training in an agency serving the visually handicapped. New Outlook for the Blind, 1976, 70(2), 72-77.

See Visual Impairment.

Morgan, C.A. Some guidelines & philosophical concepts. As we work with the client. Points to Ponder. Stillwater, OK: Oklahoma State University, undated, 3-22.

Two chapters which enumerate points a rehabilitation counselor should consider when interacting with or acting on behalf of a client. Many attitudinal suggestions, as well as procedural suggestions, are made. There is a strong emphasis on treating the client as an individual and as an integral planner in the rehabilitation program.

Morrison, J.K., et al. Attitudes of community gatekeepers and psychiatric social workers toward mental illness. Journal of Community Psychology, 1979, 7(2), 147-150.

See Mental Illness.

Morrison, J.K., & Hanson, G.D. Clinical psychologists in the vanguard: Current attitudes toward mental illness. Professional Psychology, 1978, 9(2), 240-248.

See Mental Illness.

Murphy, S.T. Vocational rehabilitation counseling and advocacy: An analysis of dissonant concepts. Rehabilitation Literature, 1980, 41(1-2), 2-10.

A theoretical article which argues that vocational rehabilitation counseling and client advocacy are inherently incongruent. The author looks at ways the rehabilitation system is pervaded by society's core values and by professional constraints (e.g., counselor objectivity) that preclude a counselor-client advocacy relationship. The author draws on Parsonian sociological theory to make his point.

Neckes, N.E. Burnout coping skills training: Effects on staff in a vocational rehabilitation agency. Professional Report, 1979(Nov.), 5.

A brief article reporting the effects of burnout training on a small group of vocational rehabilitation personnel. The author identifies some of the burnout symptoms which led to the training need: absenteeism, tardiness, high turnover, and avoidance of participation. The training format (four one-hour sessions) is presented, and the participation of each of the nine attendees is discussed. The author discusses the status of these nine individuals five months after the training. Three had resigned, but five of the six still on staff continued to participate in fulfilling their "self-management contracts with each other." Although the sample is small, this report is useful in that it appears to be the only published follow-up evaluation of burnout skills training participants.

Needham, W.E., & de l'Aune, W.R. Patient satisfaction with residential adjustment to blindness training. New Outlook for the Blind, 1976, 70(5), 182-187.

See Visual Impairment.

Orsburn, Y.M. Report from the Study Group on Consumer Involvement: Rehabilitation issues. San Antonio, TX: Second Institute on Rehabilitation Issues, 1975.

See Attitudes of Disabled Persons.

Padula, W.V. A point of discrimination -- Public Law 94-142. Journal of Learning Disabilities, 1979, 12(10), 48-49.

See Learning Disabilities.

Park, D.C.; Ellis, W.K.; Eggert, D.V.; & Goldstein, J.E., Eds. Focus on research: Recreation for disabled individuals. Washington, DC: George Washington University, 1980.

A book reporting the results of a one-year project to assess research needs in the field of recreation and disability. Included in the book are: background information on the relationship between recreation and rehabilitation, information on the project and its three-day workshop in which more than 50 people representing a variety of disability, recreation, and disability/recre-

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ation groups participated, conference presentations, reactions to the presentations, and specific research topics developed during the conference. Major research areas discussed are: consumer involvement, attitudes, treatment implications, personnel preparation, and accessibility. Included is a brief report on how the project conference itself was made totally accessible.

Perlman, L.G., Ed. *The role of vocational rehabilitation in the 1980's serving those with invisible handicaps such as cancer, cardiac illness, epilepsy*. Washington, DC: National Rehabilitation Association, 1978.

See *Cardiovascular Impairment*.

Petrangelo, G.J. Attitudes of non-disabled college students toward their disabled classmates as a function of educational contact. *Dissertation Abstracts International*, 1977(May), *37*(11-A), 6957.

See *Attitudes of Educational Professionals*.

Pines, A., & Kafry, D. Occupational tedium in the social services. *Social Work*, 1976, *23*(6), 499-507.

An empirical study which examines the relationships between job satisfaction/work tedium and external/internal work characteristics. The authors define occupational tedium and burnout and stress the effects of these conditions on job performance. They suggest: 1) that the social service professions, with their emphasis on a one-way giving relationship, are especially vulnerable to tedium and burnout; and 2) that the persons most likely to be attracted to the social service professions are those most susceptible to tedium. They hypothesize correlations between work satisfaction/occupational tedium and internal work characteristics (variety, autonomy, significance, success, and feedback from the work itself); and work satisfaction/occupational tedium and external work characteristics (work relations, work sharing, support, time outs, and social feedback). A number of correlations are found, and their hypothesis that external characteristics are more significantly correlated with tedium than internal characteristics in a social service sample is supported.

Poor, C.; Fletcher, C.; Thielges, J; Gutknecht, G.; & Morgan, C. Vocational potential assessment. *Archives of Physical Medicine & Rehabilitation*, 1975, *56*(1), 33-36.

See *Attitudes of Employers*.

Powell, B.R.; Diller, L.; & Grynbaum, B. Rehabilitation performance and adjustment in stroke patients: A study of social class factors. *Genetic Psychology Monographs*, 1976, *93*(2), 287-352.

See *Cardiovascular Impairment*.

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

Rasch, J.D.; Crystal, R.M.; & Thomas, K.R. The perception of the older adult: A study of trainee attitudes. Journal of Applied Rehabilitation Counseling, 1977, 8(2), 121-127.

A study assessing the attitudes of rehabilitation counseling students toward three groups, non-disabled people, disabled people, and elderly people, by means of a semantic differential measure. Attitudes were significantly more positive toward the nondisabled group than toward the other two groups, and toward disabled people than toward elderly people. The significance of these findings on rehabilitation expectations for elderly persons is discussed.

Rehabilitation Research Institute. Community adjustment of deinstitutionalized mentally retarded persons. Rehab Brief, 1980, 3(6), 1-2, 4.

See Mental Retardation.

Rehabilitation Research Institute. Psychosocial rehabilitation of cancer patients. Rehab Brief, 1980, 3(10), 1-4.

See Other Disabilities.

Rockenbeck, M.U. An analog study of the label "educable mentally retarded," attitudes toward the educable mentally retarded, and helper-trainees' rated levels of empathic understanding. Dissertation Abstracts International, 1976(Jul.), 37(1-A), 137.

See Mental Retardation.

Rowe, W.; Murphy, H.B.; & DeCsipkes, R.A. The relationship of counselor characteristics and counseling effectiveness. Review of Educational Research, 1975, 45(2), 231-246.

A comprehensive review of the literature on the relationship between counselor characteristics and counselor effectiveness. Various measures of both characteristics and effectiveness are discussed, including methodological problems inherent in these measures. Many attitudinal components are discussed, and an extensive bibliography is included.

Schroedel, J.G. Changing professional attitudes toward deaf people. In F.P. Crammatte & A.F. Crammatte (Eds.). VII World Congress of the World Federation of the Deaf. Silver Spring, MD: National Association of the Deaf, 1976, 261-263.

See Hearing Impairment.

Sharp, J.A. Follow-up survey of clients served by Indiana Rehabilitation Services (Cases closed during fiscal year 1976). Indiana Rehabilitation Services, Nov. 1977.

See Attitudes of Disabled Persons.

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

Shontz, F.C. *The psychological aspects of physical illness and disability.* New York: Macmillan, 1975.

See *Attitudes of Disabled Persons.*

Smith, N.J., & McCulloch, J.W. Measuring attitudes towards the physically disabled: Testing the Attitude Towards Disabled Persons scale (A.T.D.P. Form O) on social work and non-social work students. *International Journal of Rehabilitation Research,* 1978, *1*(2), 187-197.

Tested the U.S. validated Attitudes Toward Disabled Persons Inventory (ATDP. Form O) on a British student population to establish norms. The objectives were to test specific hypotheses related to the sex of the respondent, contact with physically disabled people, and whether social work students had different attitude scores than non-social work students. In addition, a comparison was made between the British and U.S. norms. The student population of four British universities comprised the sampling frame. The sample was a nonprobability accidental sample of social work and non-social work students (N=385). The findings demonstrate differences between U.S. and British norms but also general similarities. In both countries females scored higher than males, which by interpretation indicates possibly a more favorable attitude. Contact with the disabled is also a contributing factor in higher scores. Social work students also tended to score more highly than non-social work students. The implications of these findings are discussed with regard to the possible development of professional attitudes for those who work with the disabled. It is postulated that "idealization" may be reflected in attitudes of students who intend to work with the disabled which, after general and professional life experience, gives way to less favorable attitudes. Closeness of contact of respondents to disabled people is a factor that needs further exploration in connection with changing attitudes scores. (Journal abstract) (PA)

Sohoni, N.K. Social barriers & community attitudes concerning the disabled. *International Rehabilitation Review,* 1977(Jan.), 4.

See *Attitudes of Family Members.*

Spaniol, L., & Caputo, J.J. *Professional burn-out: A personal survival kit.* Lexington, MA: Human Services Associates, 1979.

A book which addresses burnout from both individual and organizational points of view. It is addressed specifically to those within the social service professions and is designed to serve as a workbook for reducing stresses which may lead to burnout. The authors clearly outline personal and organizational sources of burnout, symptoms of burnout (both personal and organizational), and personal and organizational strategies (and exercises) for dealing with burnout. The authors specifically state that the "exercises are not designed to show you how you have been doing it wrong. They are designed to enhance what you have already been doing to deal with your burnout." Included in this book is a fairly extensive bibliography.

ATTITUDES OF REHABILITATION/SOCIAL WORK PROFESSIONALS (Cont.)

Spillios, J., & Janzen, H.L. Therapeutic intervention for the physically handicapped. Canadian Counsellor, 1978, 12(2), 112-116.

Discusses the need for training counselors specifically for intervention with the physically handicapped. Definitions of disabilities, rehabilitation, and emotional factors are stressed as important variables in physical and psychotherapeutic treatment. The authors review some of the psychological aspects of counseling the physically handicapped. An examination of comparative studies indicates that although many commonalities exist in counseling physically able and disabled clients, special attention is given to those factors in the counseling process that are unique to a physically handicapped client-counselor relationship. (Journal abstract) (PA)

Spreitzer, E. Client perceptions and attitudes toward a comprehensive rehabilitation center. Rehabilitation Counseling Bulletin, 1975, 19(1), 315-322.

See Attitudes of Disabled Persons.

Steger, H.G. Understanding the psychologic factors in rehabilitation. Geriatrics, 1976, 31(5), 68-73.

See Other Disabilities.

Stewart, D.M. Survey of community employer attitudes toward hiring the handicapped. Mental Retardation, 1977, 15(1), 30-31.

See Attitudes of Employers.

Stubbins, J. A review of Vic Finkelstein's Changing attitudes and disabled people: Issues for discussion. Paper presented at the World Rehabilitation Fund, Inc., seminar, Sep. 5-6, 1979, New York City.

A critique of a paper on attitudes toward disabled persons. Stubbins describes the critiqued paper as representing the existential-phenomenological approach to disability and to interactions between disabled and nondisabled people. He both commends Finkelstein for his work and criticizes certain aspects of it. Stubbins' major argument with the Finkelstein paper is the latter's apparent belief that negative attitudes toward disabled people are carefully premeditated, e.g., that stigma was intentionally developed to keep disabled people at a low social level, and that professionals in the field of rehabilitation have conspired to take advantage of disabled individuals. Stubbins suggests that much of the exploitation ascribed to people in some professions is a function of the societal role and not necessarily the particular target group (i.e., disabled people). He concludes by suggesting an emphasis on applying research at both a policy and an action level.

Thoreson, R.W., & Kerr, B.A. The stigmatizing aspects of severe disability: Strategies for change. Journal of Applied Rehabilitation Counseling, 1978, 9(2), 21-26.

Examines several aspects of attitudes toward disabled individuals and suggests strategies for changing these attitudes. It is argued that attitudes towards those with disabilities remain negative despite current legislation to improve the status of disabled individuals. The healer-patient relationship in rehabilitation practices is examined, and it is concluded that the relationship is patronizing toward disabled individuals. The notion of acceptance of disability is shown to be intrinsically derogating. Strategies for changing attitudes toward disabled people include (a) redefinition of acceptance of disability to mean tolerance of disability; (b) redefinition of role relationships in such a way as to treat a disabled person because he is human, not because he is "sick"; (c) redefinition of "handicap" in terms of the environment; (d) redefinition of problems of disabled individuals as problems not unlike those that all people face. Several means by which rehabilitation counselors and rehabilitation counselor educators might implement these strategies are suggested. (Journal abstract) (PA)

Tichenor, D.F.; Thomas, K.R.; & Kravetz, S.P. Client-counselor congruence in perceiving handicapping problems. Rehabilitation Counseling Bulletin, 1975, 19(1), 299-304.

See Attitudes of Disabled Persons.

Vander Kolk, C.J. Counselor stress in relation to disabled and minority clients. Rehabilitation Counseling Bulletin, 1977, 20(4), 267-274.

An experimental study to determine the degrees of stress experienced in interactions between counseling students and hypothetical clients. Subjects were 27 counseling students who were asked how comfortable they would be with each of six clients whose pictures they were shown and about whom they read a brief description. The "clients" were a mentally retarded person, an amputee, a paraplegic, someone with cerebral palsy, a blind person, and a minority person. Recordings were made of interviews with the subjects, and these recordings were analyzed for stress (exhibited in vocal fluctuations) using the Psychological Stress Evaluator. Subjects were then asked to rank order the clients according to their level of comfort. Significant stress above the baseline was found for all six categories, with minority clients eliciting the greatest stress, and blind clients the second greatest. This was true for both majority and minority subjects. However, subjects rank ordered minority subjects as the most comfortable with whom to work.

Vargo, J.W. On counselling the physically disabled. Canadian Counsellor, 1978, 13(1), 14-17.

See Attitudes of Disabled Persons.

Vash, C.L. The psychology of disability. Rehabilitation Psychology, 1975, 22(3), 145-162.

See Attitudes of Medical/Mental Health Professionals.

Vernon, M. Major current trends in rehabilitation and education of the deaf and hard of hearing. Rehabilitation Literature, 1975, 36(4), 102-107.

See Hearing Impairment.

Wada, M.A., & Brodwin, M. Attitudes of disabled individuals enrolled in a workstation center and a community college program. Journal of Employment Counseling, 1975, 12(3), 132-137.

See Attitudes of Disabled Persons.

Warnath, C.F., & Shelton, J.L. The ultimate disappointment: The burned-out counselor. Personnel and Guidance Journal, 1976, 55(4), 172-175.

An excellent article which addresses the role of unrealistic expectations in causing counselors to burn out. The authors list a number of discrepancies between graduate school idealism and on-the-job reality. For example, counselors soon discover that the solutions to problems they were led to expect from graduate training are rarely available in a counseling situation, and the counselor must be satisfied with a temporary resolution. Furthermore, counselors soon discover that the deep counselor-client relationship for which they were psychologically and academically prepared is generally not possible in most settings. Client turnover is high, time allows little more than superficial and task-oriented communication, and clients often fail to express any gratitude for the counselor's services. The authors suggest a number of ways in which training can more effectively prepare an individual for a realistic counselor role.

Wilkinson, M.W. Rehabilitation counseling: In critical condition. Journal of Applied Rehabilitation Counseling, 1977, 8(1), 15-21.

A discussion of the decrease of emphasis on counseling within the Vocational Rehabilitation system. This valuable service is being gradually replaced by time spent seeking funds and distributing materials and monies to clients. The author stresses the necessity for one-to-one counseling.

Wright, B.A. Person and situation: Adjusting the rehabilitation focus. Archives of Physical Medicine & Rehabilitation, 1980, 61(2), 59-64.

An in-depth discussion of four factors which affect attributions to the person or to the environment. Research is included, and examples of attributions related to disabled people, rather than the situation, are given. The factors are: 1) proximity between person and behavior; 2) saliency of the person in relation to the behavior; 3) covariation of the behavior with the person or situation; and 4) position of the person as an actor or observer. These factors are discussed primarily to recommend a greater focus on environmental or situational attributions. The author concludes by suggesting ways in which this distorted perception can be rectified in "helping" relationships, including those in which disabled people are involved.

Wright, B.A. Sensitizing outsiders to the position of the insider. Rehabilitation Psychology, 1975, 22(2), 129-135.

Presents three training techniques for sensitizing rehabilitation personnel, or other "outsiders," to the psychosocial position of the disabled "insider." These exercises are termed (a) the "mine-thine" problem, (b) normalizing relationships by "inviting in," and (c) role reversal. The exercises have utility for modifying perceptions, extinguishing stereotypes, and increasing awareness of self and others. Users of these techniques should be aware of their potentially negative effects, and should apply them as an adjunct to, rather than as substitutes for training in empathetic, noncoercive listening and understanding. (C.B. Barad) (PA)

Wright, B.A. Social-psychological leads to enhance rehabilitation effectiveness. Rehabilitation Counseling Bulletin, 1975, 18(4), 214-223.

An article addressing the issue of attribution, and stressing the importance of considering not only a disabled person's characteristics, but also the environment in which he/she lives. Other topics discussed include: the spread phenomenon, consumer involvement, dependency roles, and the implications of the Rehabilitation Act of 1973. Recommendations are listed.

Zadny, J.J., & James, L.F. Job placement of the vocationally handicapped: A survey technique. Part VI: Professional characteristics and attitudes of counselors as predictors of placement performance. Portland State University Studies in Placement and Job Development for the Handicapped. Studies in Placement Monograph No. 2. Portland, OR: Regional Rehabilitation Research Institute, 1977.

A report on a study of: a) counselors' professional characteristics and work experience, b) counselors' education and other characteristics at time of employment, and c) attitudes toward placement and counseling values. Attitudes toward clients were included in the survey. Although results were not highly significant, those characteristics and attitudes which did promote higher placement rate were extremely consistent.

ATTITUDES OF CHILDREN/ADOLESCENTS

Anastasiow, N.J.; Everett, M.; O'Shaughnessy, T.E.; Eggleston, P.J.; & Eklund, S.J. Improving teenage attitudes toward children, child handicaps, and hospital settings: A child development curriculum for potential parents. American Journal of Orthopsychiatry, 1978, 48(4), 663-672.

A detailed report on a program designed to generate more positive attitudes toward disabled and nondisabled children, toward hospitals, and toward self. The rationale behind the FEED (Facilitative Environments Encouraging Development) program is that many young people are becoming parents without having the maturity and knowledge necessary to be good parents. The program included classroom instruction in child development and time spent in each of three settings: a preschool class for nondisabled children, a preschool class for disabled children, and a hospital. The most positive of all results shown by pre-test/post-test evaluation was in the area of attitudes toward disabled children. There was a significant effect on the attitudes of FEED participants toward a disabled child's ability, activity level, and potential. Furthermore, FEED participants strongly supported the concept of mainstreaming.

Arlin, M. Causal priority of social desirability over self-concept: A cross-lagged correlation analysis. Journal of Personality and Social Psychology, 1976, 33(3), 267-272.

"The study examined the causal relationship between social desirability (SD) and self-concept (SC). Two self-report instruments -- Crandall's Children's Social Desirability Scale and the Piers-Harris Children's Self-Concept Scale -- were administered before and after a nine-month therapeutic treatment designed to enhance self-concept." (Journal abstract)

Baldwin, N.F. Locus of evaluation and adjustment to experimentally induced failure and success among disabled adolescents. Archives of Physical Medicine & Rehabilitation, 1976, 57(3), 109-113.

See Attitudes of Disabled Persons.

Barger, J.D.F. A comparison of the self concepts of exceptional and nonexceptional students in various classroom settings. Dissertation Abstracts International, 1978(Nov.), 39(5-A), 2863-2864.

See Learning Disabilities.

Bischoff, J.E. Self-understanding: A step toward vocational readiness. The Pointer, 1976, 21(2), 31-33.

See Attitudes of Disabled Persons.

Bishop, E.S. Self-concept, social adjustment, and family relations: A comparison of physically handicapped adolescents in day and residential special schools in Great Britain. Dissertation Abstracts International, 1977(May), 37(11-B), 5824.

See Attitudes of Disabled Persons.

Bruhn, J.G. Self-concept and the control of diabetes. American Family Physician, 1977, 15(3), 93-97.

See Other Disabilities.

Bucich-Naylor, D.A. The comparative effectiveness of a direct contact program and a didactic program in effecting changes in attitude of nondisabled children toward disabled children. Dissertation Abstracts International, 1978 (Nov.), 39(5-B), 2566-2567.

An attempt to compare two strategies for improving attitudes of nondisabled children toward disabled children. Third grade children were assigned to one of three conditions: 1) a peer-peer program in which disabled and nondisabled children participated together in structured activities; 2) a didactic program in which the nondisabled children were given information and persuasive communications on disability; and 3) a control condition. The children were pre-tested and post-tested to assess change. There were no significant changes in any of the groups. The author suggests that the failure of both methods may be due to inadequate time spent in either program and/or the young age of the children.

Budoff, M., & Siperstein, G.N. Low-income children's attitudes toward mentally retarded children: Effects of labeling and academic behavior. American Journal of Mental Deficiency, 1978, 82(5), 474-479.

See Mental Retardation.

Campbell, J.D. Illness is a point of view: The development of children's concepts of illness. Nursing Digest, 1976, 4(3), 56-59.

A study examining themes evident in children's and mothers' definitions of illness in order to provide information on how views of illness evolve and change.

Canedo, A., & Ryan, P. Overcoming barriers to employment: The effects of a career development program within a rehabilitation facility on the disabled adolescent's transition to the world of work. Paper presented at the American Congress of Rehabilitation Medicine annual meeting, Oct. 1980, Washington, DC.

See Attitudes of Disabled Persons.

Casparis, C. Personality characteristics under the influence of labeling and reference group effects: A reinterpretation. (Germ.) Zeitschrift für Entwicklungspsychologie und Padagogische Psychologie, 1978, 10(3), 265-268.

See Mental Retardation.

Cerreto, M.C. The effects of empathy training on children's attitudes and behaviors toward handicapped peers. Dissertation Abstracts International, 1977(Sep.), 38(3-B), 1394-1395.

An assessment of various intervention techniques to increase nondisabled children's positive attitudes and behaviors toward disabled children. Subjects were girls in grades one and four who were assigned to one of four training conditions or a control condition. The training involved either role-playing or didactic sessions, and it stressed either similarities or dissimilarities between disabled and nondisabled individuals. Subjects were given a battery of tests to assess attitudes, behaviors, and empathy toward disabled children. Overall findings were that age increased prosocial attitudes and behaviors, role-playing was a more effective intervention technique than didactic presentations, and emphasis on similarities rather than dissimilarities is most effective in producing positive change. These findings are discussed in relation to intervention strategies for facilitating the mainstreaming of disabled children into regular classrooms.

Cleary, M.C. Helping children understand the child with special needs. Children Today, 1976, 5(4), 6-10.

A description of a classroom-based project which attempted to facilitate communication, dispel prejudices, and generate positive attitudes among children. Disabled persons and representatives of public and private agencies visited a class, and discussed pertinent concerns as well as teaching new skills. Group discussions, role-playing activities (e.g., mobility training while blindfolded) and field trips to various facilities were also used.

Cook, J.W. A factorial study of the effects of labeling, appearance and behavior on adolescents' perception of the mentally retarded. Dissertation Abstracts International, 1976(Nov.), 37(5-B), 2498.

See Mental Retardation.

Cook, J.W., & Wollersheim, J.P. The effect of labeling of special education students on the perceptions of contact versus noncontact normal peers. The Journal of Special Education, 1976, 10(2), 187-198.

See Mental Retardation.

Cooke, T.P.; Apolloni, T.; & Cooke, S.A. Normal preschool children as behavioral models for retarded peers. Exceptional Children, 1977, 43(8), 531-532.

See Mental Retardation.

Dahl, H.G.; Horsman, K.R.; & Arkell, R.N. Simulation of exceptionalities for elementary school students. Psychological Reports, 1978, 42(2), 573-574.

An evaluation of the effectiveness of disability simulation in improving the attitudes of fifth grade students toward disabled persons. The experimental group participated in a 45-minute simulation in which they experienced some of the inconveniences encountered by people with visual, hearing, or coordination problems and physical impairments. Attitudes were assessed using the Attitudes Toward Disabled Persons scale, a social distance checklist, and two instruments designed by the researchers (an abilities scale and an open-ended attitudes survey). The responses of those in the experimental condition were compared with those in a control condition. Results indicated only one significant difference between the experimental and control groups, on social distancing from persons with physical disabilities.

Deri, P.C. Causal attribution of success and failure in disabled and nondisabled 13-15 year olds. Dissertation Abstracts International, 1979(Jun.), 39(12-B), 6192.

See Attitudes of Disabled Persons.

ATTITUDES OF CHILDREN/ADOLESCENTS (Cont.)

Dickson, R.L. The relationship between attitudes and reinforcers: An investigation with emotionally disturbed children. The Journal of Special Education, 1976, 10(4), 365-370.

See Mental Illness.

Engel, R., & Gold, B. Serving hearing and deaf in an integrated program. The Pointer, 1977, 21(3), 18-24.

See Hearing Impairment.

Evans, A.D. Experiential deprivation: Unresolved factor in the impoverished socialization of deaf children in residence. American Annals of the Deaf, 1975, 120(6), 545-552.

See Hearing Impairment.

Foley, J.M. Effect of labeling and teacher behavior on children's attitudes. American Journal of Mental Deficiency, 1979, 83(4), 380-384.

See Learning Disabilities.

Fox, C.L. Peer acceptance of exceptional children in the regular classroom. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 4179.

A study to evaluate the relative effectiveness of two types of social interaction on nondisabled children's attitudes toward "exceptional" children. Subjects were 86 fourth, fifth, and sixth grade students, who were assigned to one of four treatment conditions: 1) participation in tasks designed to show mutual interests, 2) participation in academic tasks, 3) participation in out of class activities not related to disability, or 4) no out of class participation in any activity. The interactions took place over a period of eight weeks. Partner acceptance ratings showed significant differences among conditions. Those paired in mutual interest tasks showed significant improvement; those paired in academic tasks and those in control participation (Group 3) conditions did not change; and those in the no participation group decreased. There was a sex difference found: girls paired in mutual interest tasks were more accepting than those paired in academic tasks, while boys paired in either task showed increased acceptance.

Freeman, S., & Algozzine, B. Social acceptability as a function of labels and assigned attributes. American Journal of Mental Deficiency, 1980, 84(6), 589-595.

See Learning Disabilities.

Gelles, H.M. A model for affecting attitudinal and behavioral changes in primary age normal children toward severely mentally handicapped trainable children based on contact frequency in favorable school interactions. Dissertation Abstracts International, 1978(Jul.), 39(1-B), 358.

See Mental Retardation.

ATTITUDES OF CHILDREN/ADOLESCENTS (Cont.)

Gerber, P.J. Awareness of handicapping conditions and sociometric status in an integrated pre-school setting. Mental Retardation, 1977, 15(3), 24-25.

A study in which children were first asked to respond in a free association way to a picture stimulus, and then asked to do a sociogram. Three of the 12 children were disabled (orthopedically disabled, autistic-hyperactive, and mildly cerebral palsied). Results indicated that high visibility was an important factor, and that there was not much acceptance of any of the disabled children.

Goldberg, R.T.; Bernstein, N.R.; & Crosby, R. Vocational development of adolescents with burn injury. Rehabilitation Counseling Bulletin, 1975, 18(3), 140-146.

See Other Disabilities.

Gosse, V.F., & Sheppard, G. Attitudes toward physically disabled persons: Do education and personal contact make a difference? Canadian Counsellor, 1979, 13(3), 131-135.

Compared the attitudes toward physically disabled persons held by 696 individuals at three educational levels who had personal contact versus no contact with the disabled. Two hundred seventy-three seventh graders, 268 eleventh graders, and 155 university sophomores were administered Form B of the Attitudes Toward Disabled Persons Scale and a general information questionnaire. Data analyses showed a significant main effect for education. The higher their educational level, the more positive were subjects' attitudes with the exception of no significant differences between Grade 11 and university students. The main effect for contact indicated that, in general, those who had contact were more favorable in their attitudes than those who had had no contact. However, an examination of subgroup means showed no differences between Grade 11 contact and no-contact groups. Implications for current efforts at educational mainstreaming are discussed. (Journal abstract) (PA)

Gottlieb, J. Improving attitudes toward retarded children by using group discussion. Exceptional Children, 1980, 47(2), 106-111.

See Mental Retardation.

Gottlieb, J. Public, peer, and professional attitudes toward mentally retarded persons. In M.J. Begab & S.A. Richardson (Eds.), The mentally retarded and society: A social science perspective. Baltimore, MD: University Park Press, 1975, 99-125.

See Mental Retardation.

Gottlieb, J.; Gampel, D.H.; & Budoff, M. Classroom behavior of retarded children before and after integration into regular classes. The Journal of Special Education, 1975, 9(3), 307-315.

See Mental Retardation.

ATTITUDES OF CHILDREN/ADOLESCENTS (Cont.)

Gottlieb, J., & Gottlieb, B.W. Stereotypic attitudes and behavior intentions toward handicapped children. American Journal of Mental Deficiency, 1977, 82(1), 65-71.

See Mental Retardation.

Guralnick, M.J. The value of integrating handicapped and nonhandicapped preschool children. American Journal of Orthopsychiatry, 1976, 46(2), 236-245.

See Attitudes of Educational Professionals.

Guralnick, M.J., & Paul-Brown, D. Functional and discourse analyses of nonhandicapped preschool children's speech to handicapped children. American Journal of Mental Deficiency, 1980, 84(5), 444-454.

See Mental Retardation.

Handlers, A., & Austin, K. Improving attitudes of high school students toward their handicapped peers. Exceptional Children, 1980, 47(3), 228-229.

Eighteen junior and senior high school students participated in activities to become more knowledgeable about handicapping conditions and handicapped people; ease the mainstreaming of handicapped students into regular classrooms; and develop a teaching packet that could be used with other classes. Self-evaluation questions revealed that 82% felt their own attitudes changed to become more positive and accepting of disabled people, and 62% felt that direct contact was the most effective method for improving attitudes.

Harper, D.C., & Richman, L.C. Personality profiles of physically impaired adolescents. Journal of Clinical Psychology, 1978, 34(3), 636-642.

See Mobility Impairment.

Hawisher, M.F. An evaluation of an experimental early childhood curriculum designed to create an accepting scholastic environment for the mildly physically handicapped youngster. Dissertation Abstracts International, 1978 (Jun.), 38(12-A), 7137-7138.

See Attitudes of Educational Professionals.

Hayes, G.A. Therapeutic play facilities for handicapped children. Journal of Leisurability, 1975, 2(2), 10-17.

See Attitudes of Disabled Persons.

Hickerson, R.L. Classroom behavior as a function of activity setting. Dissertation Abstracts International, 1978(Jun.), 38(12-A), 7269.

See Attitudes of Educational Professionals.

Horne, M.D. Cultural effect on attitudes toward labels. Psychological Reports, 1978, 43(3, Pt. 2), 1051-1058.

A report of a study which assessed the effects of culture on attitudes toward persons with various disabilities. Subjects were fourth grade students from three bilingual (Hebrew, Spanish, and Italian) groups and two monolingual (Black and White) comparison groups. Attitudes were measured using the Feelings and Contact Environmental Scale (FACES), which assesses social distance, but requires little verbal ability and no translation of feelings into words. The stimulus people whom subjects were asked to rate were: an alcoholic, an amputee, a blind person, a person with cancer, a deaf individual, a drug addict, an ex-convict, a mentally ill person, a mentally retarded person, and an old person. Results showed only minor differences among groups. Hebrew students were more positive toward the amputee and blindness labels, and Blacks were more negative toward blindness. There were also differences between responses of bilingual Italian and Spanish children toward the ex-convict, the amputee, and the old person. In most cases, however, there was a fairly consistent ranking of disabilities from most acceptable to least acceptable.

Jackson, R.D. The effects of an integrated pre-school setting on handicapped and nonhandicapped children: An explorative and comparative study of selected behavioral characteristics, parent and teacher attitudes. Dissertation Abstracts International, 1977(Mar.), 37(9-A), 5743-5744.

See Attitudes of Disabled Persons.

Johnson, D.L. The open mainstreaming model. Journal of Teaching & Learning, 1976, 2(1), 26-33.

See Attitudes of Disabled Persons.

Johnson, D.W., & Johnson, R.T. Integrating handiapped students into the mainstream. Exceptional Children, 1980, 47(2), 90-98.

See Attitudes of Educational Professionals.

Karniski, M.A.P. The effect of increased knowledge of body systems and functions on attitudes toward the disabled. Rehabilitation Counseling Bulletin, 1978, 22(1), 16-20.

A report on a study which evaluated the effectiveness of classroom training on the attitudes of nondisabled children toward disabled children. Subjects were students in two sixth grade classes. One group, the experimental group, was given eight 45-minute lessons on the human body. The children were taught about their own bodies and about the bodies of others who are physically disabled. The other sixth grade class received no such instruction. Measurement of attitudes was the physical distancing the children made between themselves and a disabled child when allowed to choose a seat. Results indicated a significantly smaller interpersonal distance was selected by children in the experimental condition. There were no sex differences found. These findings are discussed in terms of appropriate curricula to facilitate mainstreaming.

Katz, P.A.; Katz, I.; & Cohen, S. White children's attitudes toward Blacks and the physically handicapped: A developmental study. Journal of Educational Psychology, 1976, 68(1), 20-24.

Children's behavior toward adults who differed from them along two dimensions was examined from a developmental perspective. A total of 80 White kindergartners and fourth graders were tested individually by either a Black or a White female adult who either was or was not seated in a wheelchair. Three kinds of behavior toward the adult were measured: physical distancing, imitation, and helping. On the basis of previous findings, it was predicted that children at both age levels would show more physical avoidance, less imitation, and less helping in the presence of other-race and handicap cues, as compared with own-race and nonhandicap cues. On all three types of behavior, the White experimenter was favored over the Black experimenter in both the wheelchair and nonwheelchair conditions. In addition, there were interaction effects involving race, handicap, age, and sex that suggest the operation of complex developmental processes in the formation of attitudes toward different types of stigmatized individuals. (Journal abstract) (PA)

Katz, S., & Shurka, E. The influence of contextual variables on evaluation of the physically disabled by the nondisabled. Rehabilitation Literature, 1977, 38(11-12), 369-373.

A report on an Israeli study to assess the effects of cause of disability and type of disability on attitudes toward disabled people. Subjects, who were 226 eleventh grade students, were asked to watch a videotape of an interview with a man, then asked to evaluate him on a 36-item semantic differential scale. The evaluation items were categorized within six areas: intelligence, vocational, social, moral, appearance, and personality. Classes were randomly assigned to one of eleven conditions as follows: cause of disability (war, car accident, or work accident) x type of disability (blindness, facial disfigurement, or amputation), plus two control groups (nondisabled/no information or nondisabled war veteran). Results indicated that both main effects were significant, although there was also considerable interaction. There was no significant difference in evaluations of those injured in a car accident and in a work accident. Those injured in war, however, were rated significantly more positively. In general, disabled people were rated lower than nondisabled people. However, blind people disabled in war were rated higher than nondisabled persons.

Katz, S.; Shurka, E.; & Florian, V. The relationship between physical disability, social perception and psychological stress. Scandinavian Journal of Rehabilitation Medicine, 1978, 10(3), 109-113.

See Attitudes of Disabled Persons.

ATTITUDES OF CHILDREN/ADOLESCENTS (Cont.)

Kitano, M.K. Children's ability to take a retarded child's role: Effects of knowledge and experiential similarity. Dissertation Abstracts International, 1977(Feb.), 37(8-A), 5038-5039.

See Mental Retardation.

Kitano, M., & Chan, K.S. Taking the role of retarded children: Effects of familiarity and similarity. American Journal of Mental Deficiency, 1978, 83(1), 37-39.

See Mental Retardation.

Kushman, K.M. A comparison of the effects of integrated and non-integrated preschool experience on degrees of social participation among able-bodied and multiply physically handicapped children. Dissertation Abstracts International, 1976(Mar.), 36(9-A), 5996.

See Attitudes of Disabled Persons.

Kuveke, S.H. School behaviors of educable mentally retarded children. Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1476.

See Mental Retardation.

Larson, S.L. The implications of labeling and diagnostic placements of children within schools in two Southeastern Nebraska communities. Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1440-1441.

See Learning Disabilities.

Leyser, Y., & Gottlieb, J. Improving the social status of rejected pupils. Exceptional Children, 1980, 46(6), 459-461.

A discussion of a study to determine whether an experimental treatment involving sociometry, discussion, role playing, etc., could improve the social position of pupils rejected by their peers because of disabilities. Teachers were either given a workshop describing the intervention strategies to be employed, or assigned to a control group. Results showed that the ten-week intervention improved acceptance and reduced rejection of low status children, with a relatively modest amount of training necessary to effect significant improvement among regular education teachers.

McCaffery, L.J. Use of sociometric techniques with mentally retarded and learning disabled children. Group Psychotherapy, Psychodrama & Sociometry, 1976, 29, 111-112.

See Learning Disabilities.

McCauley, R.W.; Bruininks, R.H.; & Kennedy, P. Behavioral interactions of hearing impaired children in regular classrooms. The Journal of Special Education, 1976, 10(3), 277-284.

See Hearing Impairment.

ATTITUDES OF CHILDREN/ADOLESCENTS (Cont.)

McHale, S.M., & Simeonsson, R.J. Effects of interaction on nonhandicapped children's attitudes toward autistic children. American Journal of Mental Deficiency, 1980, 85(1), 18-24.

See Other Disabilities.

Maas, E. Children's understanding of emotionally, mentally, and physically handicapped behaviors and related mental health concepts: A developmental study. Dissertation Abstracts International, 1977(Jul.), 38(1-B), 368-369.

See Mental Illness.

MacMillan, D.L.; Morrison, G.M.; & Silverstein, A.B. Convergent and discriminant validity of Project PRIME's Guess Who?. American Journal of Mental Deficiency, 1980, 85(1), 78-81.

See Attitudes of Educational Professionals.

Maillard, E.C.; Barking, M.; & Brathwaite, E. A very special arts festival. Instructor, 1977, 86(7), 134-138.

See Attitudes of Disabled Persons.

Markova, I.; MacDonald, K.; & Forbes, C. Integration of haemophilic boys into normal schools. Child Care, Health & Development, 1980, 6(2), 101-109.

See Other Disabilities.

Masumura, M., et al. Group therapy of autistic children at an outpatient clinic. (Japn.) Japanese Journal of Child Psychiatry, 1975, 16(5), 316-324.

See Mental Retardation.

Mauer, R.A. Young children's affective responses to a physically disabled story book hero. Dissertation Abstracts International, 1976(Aug.), 37(2-A), 918-919.

A report on a study which investigated the effects of a storybook hero's disability or nondisability on readers' identification with him. Subjects were two groups of children, four to seven years old, one group composed of physically disabled children and one group of nondisabled children. Subjects were randomly assigned to one of two conditions. Half the children read a story in which the two main characters were nondisabled boys (control condition). The other half read a story in which the two main characters were one disabled boy (John) and one nondisabled boy. Subjects completed pre-test and post-test questionnaires. Prior to reading the story, they were asked to respond to the questionnaire, giving their own feelings. After reading the story, they were asked to respond as "John" would. A comparison of the two was considered a measure of identification. Subjects were also asked if the disability affected John's desirability as a friend. A number of significant differences were found. Sex of subject was a very important variable in responses.

Mauer, R.A. Young children's responses to a physically disabled storybook hero. Exceptional Children, 1979, 45(5), 326-330.

A much more extensive discussion than that above (Mauer, 1976) of a study to assess the effects of a storybook character's disability on the identification of disabled and nondisabled children with the character. Results indicated that: 1) When one of the characters in the story was disabled, disabled children identified more with him, and nondisabled children identified more with the nondisabled child. 2) Disabled females differed significantly in their identification with the disabled hero, identifying with him more than with the nondisabled hero. This was not true of disabled males. 3) Nondisabled females did not differ significantly in responses to disabled and nondisabled males. Nondisabled males identified significantly more with the nondisabled than with the disabled hero. 4) Both disabled and nondisabled children showed no friendship preference based on disability. 5) Further analysis, however, indicated that nondisabled females preferred the nondisabled boy as a friend, while nondisabled males preferred the disabled boy as a friend. These are discussed in terms of sex roles.

Mayadas, N.S. Houseparents' expectations: A crucial variable in the performance of blind institutionalized children. New Outlook for the Blind, 1975, 69(2), 77-85.

See Visual Impairment.

Mayadas, N.S., & Duehn, W.D. The impact of significant adults' expectations on the life style of visually impaired children. New Outlook for the Blind, 1976, 70(7), 286-290.

See Visual Impairment.

Melton, G.B. "What if I couldn't?" Impact of a museum exhibit depicting special needs of the handicapped. Journal of Clinical Child Psychology, 1977, 6(3), 89-90.

Reports results of a Children's Museum exhibit designed to introduce normal children to problems of children with special needs. Based on interviews with children and parents who visited the exhibit, children generally made at least some connection between the exhibit and their personal lives. No children were observed to be upset by the subject matter. Suggestions for future programs research are discussed. (Journal abstract) (PA)

Menggeler, S.W., & Cooper, P.F. Mother-child interaction: Conducive to the psychosocial difficulties of deaf children? Paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

See Hearing Impairment.

Merriman, P.S. Normal children's development of social expectations of mentally retarded children. Dissertation Abstracts International, 1975(May), 35(11-B), 5621-5622.

See Mental Retardation.

ATTITUDES OF CHILDREN/ADOLESCENTS (Cont.)

Mosley, J.L. Integration: The need for a systematic evaluation of the socio-adaptive aspect. Education & Training of the Mentally Retarded, 1978, 13(1), 4-8.

See Mental Retardation.

Nordan, R. The psychological reactions of children with neurological problems. Child Psychiatry & Human Development, 1976, 6(4), 214-223.

See Attitudes of Disabled Persons.

Olsen, D.H. The effects of a cross-age tutoring program on the reading achievement of mildly retarded student tutees and on the attitudes of "normal" fifth and sixth grade elementary school student tutors toward retarded children. Dissertation Abstracts International, 1978(Sep.), 39(3-A), 1442.

See Mental Retardation.

O'Malley, J.E.; Foster, D.; Koocher, G.; & Slavin, L. Visible physical impairment and psychological adjustment among pediatric cancer survivors. American Journal of Psychiatry, 1980, 137(1), 94-96.

See Other Disabilities.

Ovide, C.R. Affective development training and disability simulation with sighted children and its effects on interaction strain and attitudes toward visually handicapped peers. Dissertation Abstracts International, 1978 (Nov.), 39(5-A), 2759-2760.

See Visual Impairment.

Parish, T.S., & Copeland, T.F. Teachers' and students' attitudes in mainstreamed classrooms. Psychological Reports, 1978, 43(1), 54.

See Attitudes of Disabled Persons.

Parish T.S.; Ohlson, R.L.; & Parish, J.G. A look at mainstreaming in light of children's attitudes toward the handicapped. Perceptual and Motor Skills, 1978, 46(3, Pt. 1), 1019-1021.

A study to assess the attitudes of nondisabled children toward different categories of disabled children. Subjects were 131 nondisabled grade school students. Each child was given four copies of the Personal Attribute Inventory for children and asked to evaluate, by selecting from among a list of positive and negative adjectives, four groups of children: "learning disabled," "physically handicapped," "emotionally disturbed," and "normal." A number of significant differences were found, with "normal" children being rated significantly more positively than "physically handicapped" children, who, in turn, were rated significantly higher than "learning disabled" children. The latter, in turn, were rated significantly more positively than "emotionally disturbed" children. These findings are discussed in terms of mainstreaming.

ATTITUDES OF CHILDREN/ADOLESCENTS (Cont.)

Peck, C.A.; Apolloni, T.; Cooke, T.P.; & Raver, S.A. Teaching retarded preschoolers to imitate the free-play behavior of nonretarded classmates: Trained and generalized effects. Journal of Special Education, 1978, 12(2), 195-207.

See Mental Retardation.

Perlman, J.L., & Routh, D.K. Stigmatizing effects of a child's wheelchair in successive and simultaneous interactions. Journal of Pediatric Psychology, 1980, 5(1), 43-55.

See Mobility Impairment.

Peterson, N.L., & Haralick, J.G. Integration of handicapped and nonhandicapped preschoolers: An analysis of play behavior and social interaction. Education & Training of the Mentally Retarded, 1977, 12(3), 235-245.

See Attitudes of Educational Professionals.

Podeanu-Czehofsky, I. Is it only the child's guilt? Some aspects of family life of cerebral palsied children. Rehabilitation Literature, 1975, 36(10), 308-311.

See Cerebral Palsy.

Richman, L.C., & Harper, D.C. Personality profiles of physically impaired young adults. Journal of Clinical Psychology, 1980, 36(3), 668-671.

See Mobility Impairment.

Romano, M.D. Preparing children for parental disability. Social Work in Health Care, 1976, 1(3), 309-315.

See Attitudes of Family Members.

Rosher, J.H., & Howell, F.M. Physically disabled students and achievement orientation: Self-concept, curriculum track, and career aspirations. Journal of Vocational Behavior, 1978, 13(1), 35-44.

See Attitudes of Disabled Persons.

Rubin, J.A. Through art to affect: Blind children express their feelings. New Outlook for the Blind, 1975, 69(9), 385-391.

See Visual Impairment.

Safferstone, M.J. Academic achievement and self-concept of orthopedically disabled students in integrated and segregated educational settings. Dissertation Abstracts International, 1977(Nov.), 38(5-A), 2469-2470.

See Mobility Impairment.

ATTITUDES OF CHILDREN/ADOLESCENTS (Cont.)

Sangorrin, J. The "Corporal Scheme" and motor deficiency. (Span.) *Anuario de Psicologia*, 1977, No. 16, 95-111.

See *Mobility Impairment*.

Scheffers, W.L. Sighted children learn about blindness. *Journal of Visual Impairment & Blindness*, 1977, *71*(6), 258-261.

See *Visual Impairment*.

Seguin, J.A. The social perceptions of the physically handicapped child: A comparison with the nonhandicapped. *Dissertation Abstracts International*, 1976(Feb.), *36*(8-B), 4235.

See *Attitudes of Disabled Persons*.

Shein, E.W. The effect of lectures and sign language instruction on changing attitudes toward the hearing impaired in an elementary school population. *Dissertation Abstracts International*, 1978(Nov.), *39*(5-B), 2521.

See *Hearing Impairment*.

Shurka, E., & Katz, S. Evaluations of persons with a disability: The influence of disability context and personal responsibility for the disability. *Rehabilitation Psychology*, 1976, *23*(3), 65-71.

Studied the evaluative judgments of 327 11th-grade Israeli vocational students toward the disabled. Subjects were randomly assigned to one of ten groups and shown a videotape simulating a life history interview with a male adult. For nine of the groups, the interviewee was visibly impaired, and subjects were provided with varying information about the nature and cause of his presumed impairment. For the tenth group, the interviewee appeared nondisabled and no background information was provided. After viewing, all subjects rated the persons they had seen interviewed on a semantic differential scale of personality and social desirability. Judgments were most favorable when the interviewee did not appear to be disabled. Subgroup comparisons also showed that attitudes were generally most positive when the presumed impairment was said to be war-related and when its occurrence had been beyond the personal responsibility of the interviewee. There were also significant interaction effects. Results support the hypothesis that perception of the disabled by the nondisabled is contingent upon both the context of the disability and degree of personal responsibility. (C.B. Barad) (PA)

Sigler, G.; Mabee, W.; & Lazar, A. Children's attitude toward handicapped students as a result of mainstreamed settings. *Mental Retardation Bulletin*, 1978, *6*(2), 92-97.

See *Attitudes of Educational Professionals*.

ATTITUDES OF CHILDREN/ADOLESCENTS (Cont.)

Simon, E.P., & Gillman, A.E. Mainstreaming visually handicapped preschoolers. *Exceptional Children*, 1979, 45(6), 463-464.

See *Visual Impairment*.

Simon, E.P., & Gillman, A.E. Mainstreaming visually handicapped preschoolers. *International Journal of Rehabilitation Research*, 1979, 2(4), 524-525.

See *Visual Impairment*.

Simpson, R.L.; Parrish, N.E.; & Cook, J.J. Modification of attitudes of regular class children towards the handicapped for the purpose of achieving integration. *Contemporary Educational Psychology*, 1976, 1(1), 46-51.

A report on two experiments to determine the effectiveness of intervention techniques on the attitudes of nondisabled children toward their disabled peers. In both studies, a modified version of the Attitudes Toward Disabled Persons scale was used pre-test and post-test on all groups to measure attitudinal change. In Study I, subjects were second and third grade students who were randomly assigned to an experimental or a control condition. Experimental subjects received a four-week training sequence involving daily activities designed to give information about and improve attitudes toward disabled persons. Although there was no significant difference in post-test scores between experimental and control subjects, there was a significant change pre-test to post-test among experimental, but not control, subjects. In Study II, subjects were fifth grade students who were randomly assigned to a control group or one of two informational/experiential experimental groups. Results showed no significant differences between groups, although girls had change scores significantly higher than boys.

Siperstein, G.N. A strategy to change children's attitudes toward mentally retarded peers. Summary of paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

See *Mental Retardation*.

Siperstein, G.N.; Bak, J.J.; & Gottlieb, J. Effects of group discussion on children's attitudes toward handicapped peers. *Journal of Educational Research*, 1977, 70(3), 131-134.

A research study to examine the effects of group discussions on the attitudes of nondisabled children toward their disabled peers. The theoretical basis for the study is that group discussion makes individual attitudes more extreme in the same direction toward which they were tending prior to discussion. Subjects for the study were 80 sixth grade students who were shown photographs and played an audiotape of a spelling bee. For half the children, the target person was a competent, "normal-appearing" child, and for half, he/she was an incompetent, "abnormal-appearing" child. After viewing the photographs and listening to the tape, subjects were asked to describe the target child three times on an adjective checklist: individually, as a group during group discussion, and individually after discussion. As hypothe-

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sized, children's attitudes toward the incompetent, "abnormal-appearing" child became more negative after group discussion, but they did not change toward the competent, "normal-appearing" child. This was true both for groups of friends and for groups of non-friends.

Siperstein, G.N.; Budoff, M.; & Bak, J.J. Effects of the labels "mentally retarded" and "retard" on the social acceptability of mentally retarded children. American Journal of Mental Deficiency, 1980, 84(6), 596-601.

See Mental Retardation.

Siperstein, G.N., & Gottlieb, J. Physical stigma and academic performance as factors affecting children's first impressions of handicapped peers. American Journal of Mental Deficiency, 1977, 81(5), 455-462.

See Mental Retardation.

Sirota, N. The self-perceived problems of mentally retarded high school students and teachers' perceptions of the students' perceived problems. Dissertation Abstracts International, 1976(Nov.), 37(5-A), 2754.

See Mental Retardation.

Smith, E.C.; Liviskie, S.L.; Nelson, K.A.; & McNemar, A. Reestablishing a child's body image. American Journal of Nursing, 1977, 77(3), 445-447.

See Attitudes of Disabled Persons.

Starr, P., & Heiserman, K. Acceptance of disability by teenagers with oral-facial clefts. Rehabilitation Counseling Bulletin, 1977, 20(3), 198-201.

See Other Disabilities.

Stevens, R.P. Experiential deprivation: Another response. American Annals of the Deaf, 1976, 121(5), 494-496.

See Hearing Impairment.

Stiehl, J. The effects of perceived similarity on children's attraction toward mentally retarded peers. Dissertation Abstracts International, 1978(Apr.), 38(10-A), 6061-6062.

See Mental Retardation.

Strain, P.S., & Shores, R.E. Social interaction development among behaviorally handicapped preschool children: Research and educational implications. Psychology in the Schools, 1977, 14(4), 493-502.

See Mental Illness.

ATTITUDES OF CHILDREN/ADOLESCENTS (Cont.)

Supple, R.V. What the social studies can do for the special child. Early Years, 1976, 7(2), 38-40.

See Attitudes of Disabled Persons.

Taub, S. Deaf children and their mothers: The relationship among hearing status of the parents, maternal attitude toward deafness, maternal acceptance of the child and the self-image and academic achievement of deaf children. Dissertation Abstracts International, 1978 (Apr.), 38(10-A), 6028.

See Hearing Impairment.

Thurman, S.K., & Lewis, M. Children's response to differences: Some possible implications for mainstreaming. Exceptional Children, 1979, 45(6), 468-470.

A discussion of the tendency for children to respond to differences between themselves and others, and the implications this fact has for educational mainstreaming. The authors suggest that the negative responses that nondisabled children may have toward disabled peers may be the result of perceptual-cognitive development rather than responses to labels. They suggest that attempts to modify nondisabled children's attitudes toward disabled children should focus on acknowledging and appreciating the differences rather than making believe that these differences do not exist.

Travis, G. Chronic illness in children: Its impact on child and family. Stanford, CA: Stanford University Press, 1976.

See Attitudes of Disabled Persons.

Uelmen, J. The relationship of selected variants and body-image for physically handicapped persons. Dissertation Abstracts International, 1978 (Nov.), 39 (5-A), 2812.

See Mobility Impairment.

Vacc, N.A., & Kirst, N. Emotionally disturbed children and regular classroom teachers. Elementary School Journal, 1977, 77(4), 309-317.

See Mental Illness.

Vernon, M., & Athey, J. The Holcomb Plan: A creative approach to mainstreaming deaf and hard of hearing children. Instructor, 1977, 86(5), 136-137.

See Hearing Impairment.

Voeltz, L.M. Children's attitudes toward handicapped peers. American Journal of Mental Deficiency, 1980, 84(5), 455-464.

A large-scale survey of the attitudes of nondisabled children toward disabled peers. Subjects were 2,392 children in grades 2 through 7. They were asked to respond (agree, disagree, undecided) to 21 items related to disability from an Acceptance Scale, which had specifically been designed for this study. The Scale was tested and found to be both reliable and valid. Factor analysis was done to identify underlying constructs. Identified factors were: social-contact willingness, deviance consequation, actual contact with mentally retarded children, and actual contact with wheelchair users. Some significant differences were found. Children were most willing to interact with a disabled child if the nondisabled child was female, in the fifth or sixth grade, or enrolled in a school with a high degree of contact with disabled children.

Volkmann, C.S. Integrating the physically disabled student into the elementary school. Education, 1978, 99(1), 25-30.

See Attitudes of Disabled Persons.

Volpe, R. Orthopedic disability, restriction, and role taking activity. The Journal of Special Education, 1976, 10(4), 371-381.

See Mobility Impairment.

Weinberg, N. Modifying social stereotypes of the physically disabled. Rehabilitation Counseling Bulletin, 1978, 22(2), 114-124.

See Mobility Impairment.

Weinberg, N. Preschool children's perceptions of orthopedic disability. Rehabilitation Counseling Bulletin, 1978(Mar.), 183-189.

See Mobility Impairment.

Weinberg, N., & Santana, R. Comic books: Champions of the disabled stereotype. Rehabilitation Literature, 1978, 39(11-12), 327-331.

An extremely interesting analysis of the portrayal of disabled persons in the comic book media. The sample was composed of 40 superhero comic books (all the ones available at one time in two large drugstores). Characters were analyzed and divided into a number of categories, and were then evaluated as being "good," "evil," or "neutral." A number of significant differences were found, based on disability, sex, race, and size. These included: 1) Physically disabled people were much more likely than nondisabled people to be evil; 2) No physically disabled people were portrayed as neutral (compared to 35% of nondisabled people); 3) Evil characters were more likely to have head or limb deformities than sensory disabilities or skin abnormalities; 4) There were many more male characters than female characters; 5) Females were much less likely than male characters to have physical deformities; 6) Females were much more likely than males to be neutral; and 7) Racial minorities were much less likely than White persons to be rated "good."

ATTITUDES OF CHILDREN/ADOLESCENTS (Cont.)

Weininger, O. The disabled and dying children: Does it have to hurt so much? Ontario Psychologist, 1975, 7(3), 29-35.

See Attitudes of Disabled Persons.

Westervelt, V.D., & McKinney, J.D. Effects of a film on nonhandicapped children's attitudes toward handicapped children. Exceptional Children, 1980, 46(4), 294-296.

See Mobility Impairment.

Willis, J.B.; Feldman, N.S.; & Ruble, D.N. Children's generosity as influenced by deservedness of reward and type of recipient. Journal of Educational Psychology, 1977, 69(1), 33-35.

A study to assess the effects of several variables on the amount of money donated to disabled people. Variables under consideration in this study were: sex of donor, age of donor, way in which donor received the money, and age of recipient. Subjects were 5-6 and 8-9 year old children who were given money under either of two experimental conditions (windfall or earned) and who were immediately approached to donate money to disabled children and/or disabled adults. Results included: 1) Subjects from both age groups were more likely to contribute money to disabled children than to disabled adults. 2) Generosity increased with age. 3) Girls donated more money than boys did. 4) The way in which the money was originally obtained by the donor child had no effect on generosity. These findings are discussed, particularly as they relate to suggested further research.

Woods, C.L. Teachers' predictions of the social position and speaking competence of stuttering students. Language, Speech, and Hearing Services in Schools, 1975, 6(4), 177-182.

See Other Disabilities.

Woods, T.L. Comments on the dynamics and treatment of disfigured children. Clinical Social Work Journal, 1975, 3(1), 16-23.

See Other Disabilities.

ATTITUDES OF THE GENERAL PUBLIC

Abroms, K.I., & Kodera, T.L. Acceptance hierarchy of handicaps: Validation of Kirk's statement, "Special education often begins where medicine stops." Journal of Learning Disabilities, 1979, 12(1), 15-20.

A report on a survey of the acceptability of various disabilities to nondisabled students. Students were given a list of 15 disabilities (with no specification of severity) and asked to rank order them according to their relative "acceptability." The term "acceptability" was not defined for subjects. Factor analysis produced three categories of disability: 1) organic disabilities that are subject to medical intervention (e.g., cancer, diabetes, ulcers); 2) sensorimotor disabilities that are not responsive to medical intervention (e.g., blindness, deafness); and 3) psychoeducational or functional impairments that are treatable by special education (e.g., learning disabilities, mental retardation, speech defect). Subjects rated organic disabilities most acceptable, followed by sensorimotor problems, and, least acceptable, functional problems. The authors suggest that these findings may represent subject belief in the effectiveness of a medical model.

Abroms, K., & Kodera, T.L. Expectancies underlying the acceptability of handicaps: The pervasiveness of the medical model. Southern Journal of Educational Research, 1978, 12(1), 7-20.

One hundred thirty eight undergraduates form a rural state university and an urban private university ranked the acceptability of 15 handicapping conditions, of which some were medical disorders and others were sociopsychological or functional impairments. Consistent with previous research, functional impairments generally ranked lowest in acceptability. Factor analysis of the rankings revealed that subjects adhered to the medical model, basing their judgments of acceptability on the amenability of a particular handicap to medical intervention. Little attempt appeared to be made by subjects to equate the objective degree of impairment associated with the handicaps. Despite the diverse backgrounds of the two groups of subjects, they did not differ significantly in their rankings. Sex differences were minimal. (Journal abstract) (PA)

Albrecht, G.L. The sociology of physical disability and rehabilitation. Pittsburgh, PA: University of Pittsburgh Press, 1976. (Book review in Rehabilitation Literature, 1977, 38(6-7), 218.)

See Attitudes of Rehabilitation/Social Work Professionals.

Arangio, A.J. Behind the stigma of epilepsy: An inquiry into the centuries old discrimination against people with epilepsy. Washington, DC: Epilepsy Foundation of America, 1975.

See Epilepsy.

Arieff, A.J. Rehabilitation in epilepsy. Comprehensive Therapy, 1977, 3(4), 13-18.

See Epilepsy.

Armstrong, B. Society v. the mentally ill: Exploring the roots of prejudice. Hospital & Community Psychiatry, 1978, 29(9), 602-607.

See Mental Illness.

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

Ashmore, R.D. Background considerations in developing strategies for changing attitudes and behavior toward the mentally retarded. In M.J. Begab & S.A. Richardson (Eds.), The mentally retarded and society: A social science perspective. Baltimore, MD: University Park Press, 1975, 159-174.

See Mental Retardation.

Ayuso Gutierrez, J.L., & Saiz Ruiz, J. A comparative study of the psychiatric nurses' attitudes towards mental patients. International Journal of Social Psychiatry, 1978, 24(1), 47-52.

See Mental Illness.

Baker, L.D., & Reitz, H.J. Altruism toward the blind: Effects of sex of helper and dependency of victim. The Journal of Social Psychology, 1978, 104(1), 19-28.

See Visual Impairment.

Barkley, A.L., & Robinson, P. Ticket to re-integration. Journal of Leisurability, 1975, 2(3), 3-10.

An article in which a hospital program is described which encourages patients to attend social and recreational activities in the community through reduced rate tickets. Specific facets of the program are presented, and mainstreaming into the community is emphasized.

Bazakas, R. The interpersonal impact of coping, dependency, and denial self-presentations by the disabled in his interactions with the nondisabled. Dissertation Abstracts International, 1979(Feb.), 39(8-B), 4001.

A study evaluating the effects of acknowledgment of a disability versus nonacknowledgment in a context of interaction with nondisabled persons. Subjects' attitudes toward the disabled person were rated as follows: immediacy versus non-immediacy, affect in a written communication, personal distance, length of verbal communication, partner rating questionnaire, and self-reports of discomfort. Results indicated a preference for a disabled person who acknowledged, rather than did not acknowledge, the disability. Subjects also preferred disabled people in the "coping" condition, rather than in the "dependency" or, to a lesser degree, the "denial" conditions. Contrary to predictions, however, there was no preference for a "dependent" disabled person over a "denier." These findings are discussed in terms of strategies which can be used by disabled people to alleviate interaction stress.

Belgrave, F., & Mills, J. Effect upon desire for social interaction with a physically disabled person of mentioning the disability in different contexts. Unpublished paper (University of Maryland, College Park), 1980.

An experimental study of the effect of a disabled person's mentioning the disability in a variety of situations on a nondisabled person's stated preference for social interaction with the disabled person. It was found that mention of the disability in combination with an incident involving the disability increased subjects' willingness to interact socially with the disabled person. This willingness to interact was not increased when the disability was mentioned in the absence of an incident involving the disability. Overall, subjects responded more favorably to disabled stimulus persons than to nondisabled ones.

Berman, D.S. Judgemental bias and perceived mental illness. Dissertation Abstracts International, 1975(Nov.), 36(5-B), 2517-2518.

See Mental Illness.

Blood, G.W.; Blood, I.M.; & Dahauer, J.L. Listeners' impressions of normal-hearing and hearing-impaired children. Journal of Communication Disorders, 1978, 11(6), 513-518.

See Hearing Impairment.

Bowen, W.T.; Twemlow, S.W.; & Boquet, R.E. Assessing community attitudes toward mental illness. Hospital & Community Psychiatry, 1978, 29(4), 251-253.

See Mental Illness.

Boyd, W., & Hartnett, F. Normalization and its implications for recreation services. Journal of Leisurability, 1975, 2(1), 22-27.

A discussion of the attitudes of society toward disabled persons which have often resulted in stereotyping and, as a result, segregation. A comprehensive system of recreation services is recommended, and several programs are described briefly.

Brockman, J., & D'Arcy, C. Correlates of attitudinal social distance toward the mentally ill: A review and re-survey. Social Psychiatry, 1978, 13(2), 69-77.

See Mental Illness.

Brockner, J., & Swap, W.C. Effects of repeated exposure and attitudinal similarity on self-disclosure and interpersonal attraction. Journal of Personality & Social Psychology, 1976, 33(5), 531-540.

"In an attempt to ascertain further the importance and generalizability of repeated exposure in causing enhanced interpersonal attraction, an experiment was conducted in which each subject encountered four other subjects, all perceived to be either attitudinally similar or dissimilar... Although subjects were generally more attracted to similar partners, there was a tendency, as measured by both group and individual subject data, for the most frequently seen other to be rated most positively..." (Journal abstract) The instrument used in this study was 15 individual attitude items adapted from Byrne. (This article does not deal specifically with disability.)

Brown, B.S. Critical concerns: National health insurance. Psychiatric Quarterly, 1978, 50(1), 22-26.

See Mental Illness.

Bryan, J.H., & Perlmutter, B. Immediate impressions of LD children by female adults. Learning Disability Quarterly, 1979, 2(1), 80-88.

See Learning Disabilities.

Byrd, E.K.; Byrd, P.D.; & Allen, C.M. Television programming and disability. Journal of Applied Rehabilitation Counseling, 1977, 8(1), 28-32.

A quantitative assessment of television programs dealing with physical or mental disability. The experimenters used one year's worth of TV Guide to determine the frequency of portrayals of disabled persons, the total time of portrayals, the networks offering the portrayals, the types of programs having portrayals, and the types of disability portrayed. The authors found the largest frequency of portrayals on the Public Broadcasting Service and on news documentaries. Mental illness was the disability most often portrayed. The authors state that they did not actually watch the programs, and they suggest further studies to clarify their findings.

Byrd, E.K.; Byrd, P.D.; & Emener, W.G. Student, counselor, and employer perceptions of employability of severely retarded. Rehabilitation Literature, 1977, 38(2), 42-44.

See Mental Retardation.

Carver, C.S., et al. Ambivalence and evaluative response amplification. Bulletin of the Psychonomic Society, 1979, 13(1), 50-52.

Two hundred forty-eight female undergraduates individually evaluated an interviewee on the basis of information in a transcript. The interviewee was portrayed either favorably or unfavorably; he was labeled as "handicapped" or "Chicano," or he was not labeled. Half the subjects were exposed to a pretreatment designed to induce ambivalent affect toward the physically handicapped. These subjects subsequently evaluated the favorably portrayed handicapped interviewee more positively and the unfavorably portrayed handicapped interviewee more negatively than did control subjects. Moreover, this effect generalized to Chicano and nonstigmatized stimulus persons. Independent of this finding, subjects' evaluations of the handicapped were more favorable than evaluations of the other stimulus persons. (Journal abstract) (PA)

Carver, C.S.; Glass, D.C.; & Katz, I. Favorable evaluations of Blacks and the handicapped: Positive prejudice, unconscious denial, or social desirability. Journal of Applied Social Psychology, 1978, 8(2), 97-106.

An experimental study to determine the cause of positive bias toward Blacks and disabled people. Subjects were asked to evaluate an individual based on a written transcript of an interview with him. They were led to believe that the stimulus person was Black, disabled, or nondisabled and White (no label). For half the subjects in each condition, they were told that their responses were being physiologically recorded ("bogus pipeline" technique). The study was an attempt to discover whether positive statements about Blacks and disabled persons result from conscious distortions, unconscious distortions, or positive bias. Results indicated that positive attitudes toward Blacks were the result of conscious distortions ("social desirability"), while positive attitudes toward disabled people resulted from actual positive bias.

Casabianca, J. The case of Mr. K.: Rehabilitation vs. institutionalization. New Outlook for the Blind, 1975, 69(9), 416-417.

See Visual Impairment.

Cassell, J.L. Relation of threat of personal disablement to reactions to humor stimuli and attitudes toward disabled persons. Dissertation Abstracts International, 1975(Aug.), 36(2-B), 969.

A report on a study to assess the relationships between threat of disability, reactions to humor dealing with disability, and attitudes toward persons with disabilities. Subjects, who had been rated as high, medium, or low on an Attitudes toward Personal Disability scale, were further divided into three experimental conditions: a disability-related stress condition, a nondisability-related stress condition, and a nonstressful condition. They were then asked to rate the degree of humor in a set of cartoons, in some of which the humor was related to disability. Although some support was found for the contention that humor serves to relieve stress and for the contention that "disabled humor" would elicit different reactions from people in the three conditions, results failed to find that people with high threat of disability sought out humor dealing with disability. There was, however, a significant relationship found between negative attitudes toward one's own possible disability and negative attitudes toward disabled persons.

Chipouras, S.; Cornelius, D.; Daniels, S.M.; & Makas, E. Who cares? A handbook on sex education and counseling services for disabled people. Washington, DC: George Washington University, 1979.

See Attitudes of Disabled Persons.

Christensen, G. The circle of human needs. Instructor, 1976(Mar.), 103-106.

See Attitudes of Educational Professionals.

Cleland, C.C.; Sluyter, G.V.; & Rago, W.V. De-institutionalization of the mentally retarded: Considerations for preventing future shock. Journal of Applied Rehabilitation Counseling, 1977, 7(4), 249-255.

See Mental Retardation.

Coet, L.J., & Thornton, L.W. Age and sex: Factors in defining the term "handicap." Psychological Reports, 1975, 37(1), 103-106.

A study in which subjects were asked to rank five groups or classes of people whom they felt should be labeled "handicapped." The youngest age group considered "race," "speech," and "socioeconomic" conditions as handicapping. The middle-aged group was more concerned with "physical incapacitation," "blindness," and "heart disease." The oldest group stressed "mental illness" and "mental retardation." Males emphasized "social" and "intellectual" conditions, whereas females stressed the more visible (unattractive) conditions.

Cohen, S.F. The effect of systematic desensitization and information on attitudes toward the physically disabled. Dissertation Abstracts International, 1978(Nov.), 39(5-B), 2489.

A comparison of techniques to improve attitudes toward persons with disabilities. Subjects who had had little or no previous contact with disabled persons and who scored fairly low on an attitudes toward disabled people scale were divided into four training conditions: desensitization only, information only, desensitization and information, and no training. It was hypothesized that desensitization and information, individually, would increase positive attitudes, and that the combination of both techniques would cause the most positive results. It was found that: 1) desensitization alone reduced anxiety, but did not significantly affect attitudes; 2) information alone significantly reduced anxiety and improved attitudes; 3) desensitization and information in combination did not have a significant effect over information alone. These findings are discussed in terms of strategies to facilitate large-scale change.

Comer, R.C., & Piliavin, J.A. As others see us: Attitudes of physically handicapped and normals toward own and other groups. Rehabilitation Literature, 1975, 36(7), 206-221.

See Attitudes of Disabled Persons.

Conway, A. Normalization: A beginning without an end. Psychology, 1976, 13(4), 61-65.

See Mental Retardation.

Conway, A. Normalization: A beginning without an end. Education & Training of the Mentally Retarded, 1976, 11(4), 341-345.

See Mental Retardation.

Corcoran, P.J. Pejorative terms and attitudinal barriers. Archives of Physical Medicine and Rehabilitation, 1977(Nov.), 58, 500.

A brief discussion of labels associated with disabled people. The author suggests that negative labels both reflect negative attitudes and perpetuate them. He suggests positive language to encourage positive attitudes. For example, it is negative to say that someone is "confined" to crutches, since the crutches actually liberate the person. It is better to say that he/she is a "crutch user." The author discusses a number of other terms, such as "disabled," "handicapped," and "able-bodied" (instead of "normal"). He emphasizes that it is important that persons in the rehabilitation professions cordially, but firmly, correct others who use negative labels or terms associated with disability or disabled people.

Cornelius, D.A., Ed. Barrier awareness: Attitudes toward people with disabilities. Washington, DC: George Washington University, 1981.

See Cardiovascular Impairment.

Cornelius, D. Inside out. Washington, DC: George Washington University, 1980.

See Cardiovascular Impairment.

Cornelius, D.; Makas, E.; & Chipouras, S. Getting together. Washington, DC: George Washington University, 1981.

See Attitudes of Medical/Mental Health Professionals.

Cornelius, D., & Veno-Eggert, D. Sense ability. Washington, DC: George Washington University, 1979.

See Visual Impairment.

Crocetti, G.M. Identification of the mental illnesses and social distance toward the mentally ill. Dissertation Abstracts International, 1978 (Mar.), 38(9-A), 5749.

See Mental Illness.

Dailey, A.T. Physically handicapped women. Counseling Psychologist, 1979, 8(1), 41-42.

See Attitudes of Rehabilitation/Social Work Professionals.

Dailey, J.L. Modifying undergraduates' attitudes toward the handicapped by means of video tapes. Dissertation Abstracts International, 1978 (Nov.), 39(5-A), 2865.

See Attitudes of Educational Professionals.

Daniels, L.K. Covert reinforcement and hypnosis in modification of attitudes toward physically disabled persons and generalization to the emotionally disturbed. Psychological Reports, 1976, 38(2), 554.

A study which tested covert reinforcement and hypnosis as methods of altering attitudes toward disabled persons. Results were mixed. Instruments used were the Attitudes Toward Disabled Persons scale and the Opinion About Mental Illness scale.

Darby, B.L. Diagnostic/intellectual and gender labeling of young infants: Effects on adults' interactive behaviors and attitudes. Dissertation Abstracts International, 1978(Aug.), 39(2-B), 974.

See Mental Retardation.

Darling, R.B. Parents, pediatricians, and societal reactions to congenitally handicapped children: A career study of conflicting definitions of the situation. Dissertation Abstracts International, 1979(May), 39(11-A), 7005.

See Attitudes of Family Members.

Deegan, M.J. The nonverbal communication of the physically handicapped. Journal of Sociology & Social Welfare, 1977, 4(5), 735-748.

Explores the application of concepts of nonverbal communication to the problem of social interaction between the disabled and nondisabled, using participant observation at a large urban physical rehabilitation hospital serving both inpatients and outpatients. The observations were made from June 1973 to March 1974 and involved approximately 35 patients. Three general problem areas that exist for physically handicapped individuals (cleanliness, eating, and clothing) are discussed, and problems concerning specific disabilities (cerebral palsy, amputation, wheel chairs) are outlined. Suggestions are given for applying the conceptual framework to rehabilitation settings. (T.T. Jackson) (PA)

Dembo, T.; Leviton, G.L.; & Wright, B.A. Adjustment to misfortune: A problem of social-psychological rehabilitation. Rehabilitation Psychology, 1975, 22(1), 100 p.

See Attitudes of Disabled Persons.

Diehl, L.W., & Hauck, G. Attitude-change toward epilepsy in the population of Germany since 1967. (Germ.) Nervenarzt, 1975, 46(9), 519-524.

See Epilepsy.

Dissinger, J.K., & Arnold, C.R., Eds. Studies in the psychological foundations of exceptionality. Monterey, CA: Brooks/Cole, 1975.

Presents an anthology of articles designed for use as a psychology, education, and child development textbook, including studies on giftedness and mental retardation, physical handicaps and learning disabilities, cultural and social differences, and communication disorders. (PA)

Donaldson, J. Changing attitudes toward handicapped persons: A review and analysis of research. Exceptional Children, 1980, 46(7), 504-514.

A summary of research done on attempts to change attitudes toward disabled persons. The author discusses the various studies in an effort to determine factors which led to the success or failure of the different intervention techniques. She then seeks a theoretical basis from which to explain these findings. Her analysis yields a number of factors which consistently bring about positive attitudinal change: structured encounters with a disabled person of equal status; sanctioning of staring by the nondisabled person; and failure of disabled persons to reinforce negative stereotypes. The author discusses these in theoretical terms related to information processing, presenter credibility, and discomfort reduction. She concludes with suggestions for future research and for applications of successful intervention strategies to "real world" situations.

Donaldson, J. Channel variations and effects on attitudes toward physically disabled individuals. AV Communications Review, 1976, 24(2), 135-144.

An experimental study to measure the relative effectiveness of three different types of persuasive presentations in modifying attitudes toward disabled persons. Subjects were divided into one of three experimental conditions or a control condition: 1) live presentation of a panel of six individuals with visible disabilities who addressed the basic similarities between disabled and nondisabled individuals, 2) a videotape of the same presentation, 3) an audiotape of the same presentation, or 4) no exposure to the presentation. Results supported the hypotheses that presentations would improve attitudes, as measured by the Attitudes Toward Disabled Persons scale; and that live presentations would be more effective than videotaped ones, and live and videotaped ones more effective than control conditions. Results failed to show any significant differences between videotape and audiotape formats or between audiotape format and control condition.

Donaldson, J. Effects of live, video, and audio presentations by a panel of physically disabled individuals on attitudes toward disabled persons. Dissertation Abstracts International, 1975(Sep.), 36(3-A), 1431-1432.

The summary of a dissertation study described in Donaldson (1976) above.

Donaldson, J., & Martinson, M.C. Modifying attitudes toward physically disabled persons. Exceptional Children, 1977(Mar.), 337-341.

"An attempt was made to modify attitudes toward disabled persons via a panel presentation by individuals with visible physical disabilities. Differential effects of live, video, and audio presentations were assessed, as were sex and treatment variables. Results suggested that both the live and video presentations had significant effects on attitudes as measured by the Attitudes Toward Disabled Persons scale. No significant differences were found between the responses of male and female subjects. Implications for practical use and for further research are discussed." (Journal abstract) (PA)

Down, J. Sources of humanitarianism: Vietnamese attitudes toward the war-disabled. Character Potential, 1976, 8(1), 35-41.

Studied attitudes toward the war-disabled in 12 Vietnamese groups (war-disabled, rehabilitation workers, teachers, employers and officials, students, military, government officials, civil servants, Vietnamese employees of U.S. agencies, graduate students, Vietcong, and others). The Attitudes Behavior Scale (ABS) was given to 744 subjects, belonging to six religious categories. Results fail to support hypotheses predicting low or negative correlations between importance of and adherence to religion and ABS scores reflecting attitudes toward the disabled. (A.C. Moltu) (PA)

Drevenstedt, J., & Banziger, G. Attitudes toward the elderly and toward the mentally ill. Psychological Reports, 1977, 41(2), 347-353.

See Mental Illness.

Dybwad, G., & Dybwad, R. A personalized situation report: Life styles of individuals with severe intellectual deficits. International Child Welfare Review, 1977(Mar.), No. 32, 55-61.

See Mental Retardation.

Ellis, N.R. Issues in mental retardation. Law & Psychology Review, 1975(Spr.) 1, 9-16.

See Mental Retardation.

Ellis, W.K. Fair play. Washington, DC: George Washington University, 1981.

See Attitudes of Rehabilitation/Social Work Professionals.

Emerton, R.G., & Rothman, G. Attitudes toward deafness: Hearing students at a hearing and deaf college. American Annals of the Deaf, 1978, 123 (5), 588-593.

See Hearing Impairment.

Erinosho, O.A., & Ayonrinde, A. A comparative study of opinion and knowledge about mental illness in different societies. Psychiatry, 1978, 41(4), 403-410.

See Mental Illness.

Euse, F.J. An application of covert positive reinforcement for the modification of attitudes toward physically disabled persons. Dissertation Abstracts International, 1976(May), 36(11-B), 5787-5788.

An experimental study to assess the effects of covert positive reinforcement on attitudes toward disabled people. Subjects were randomly assigned to one of two conditions: the covert positive reinforcement group or a "no-contact" control group. All subjects were pre-tested and post-tested. It was hypothesized that subjects who had been covertly reinforced would demonstrate an improvement in attitudes toward disabled persons as measured by an attitude questionnaire and a nonverbal measure in which time spent looking at self-administered slides of disabled persons was recorded. This hypothesis was supported by significant differences between groups on both measures. A second hypothesis, that subject-reported response to images during experimental manipulation would be related to outcome, was partially supported.

Evans, J.H. Changing attitudes toward disabled persons: An experimental study. Rehabilitation Counseling Bulletin, 1976, 19(4), 572-579.

A study which used an attitude change strategy based on the theory of K. Lewin (1948). One experimental and two control groups were used to determine attitude change toward persons with physical disabilities. The experimental condition involved statements made by a disabled confederate related to feelings about disability and others' curiosity about disability. Behavioral suggestions were also utilized to reduce tension and anxiety during interactions. Results indicated significant positive attitude gains for subjects in the experimental group.

Evans, J.H. Changing attitudes toward persons with disabilities. An experimental study. Dissertation Abstracts International, 1975(Aug.), 36(2-B), 971.

An experimental study which attempted to test the relationship, if any, between anxiety when interacting with a disabled persons and attitudes toward disabled people. Subjects were randomly assigned to one of three conditions: 1) the experimental condition in which subjects interacted with a disabled individual who structured the interaction in such a way that subjects would know the appropriate acceptable behaviors within the interaction; 2) the control, contact condition in which subjects interacted with a disabled person who did not structure the interaction; and 3) the control, no contact condition in which the subjects did not interact at all with the disabled person. As hypothesized, there was a significant increase in anxiety among subjects who interacted with the disabled stimulus person. However, results failed to show a significant difference between the experimental and control-contact condition, or a relationship between attitude and anxiety scores.

Farina, A.; Fisher, J.D.; Gettler, H.; & Fischer, E.H. Some consequences of changing people's views regarding the nature of mental illness. Journal of Abnormal Psychology, 1978, 87(2), 272-279.

See Mental Illness.

Farina, A.; Murray, P.J.; & Groh, T. Sex and worker acceptance of a former mental patient. Journal of Consulting and Clinical Psychology, 1978, 46(5), 887-891.

See Mental Illness.

Farina, A.; Thaw, J.; Felner, R.D.; & Hust, B.E. Some interpersonal consequences of being mentally ill or mentally retarded. American Journal of Mental Deficiency, 1976, 80(4), 414-422.

See Mental Illness.

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

Farrow, D.L.; Barnette, C.R.; Rozos, E.S.; Genin, R.A.; & Beard, B.R. Relationships between applicant handicap and employment evaluations. Paper presented at the American Psychological Association annual meeting, Sep. 1980, Montreal, Canada.

See Epilepsy.

Fay, F. Attitudinal barriers and possible solutions. Comprehensive vocational rehabilitation for severely disabled persons conference. Washington, DC: Job Development Laboratory, George Washington University Medical Center, 1975, 93-98.

A study of the attitudes of architectural students and the results of various intervention techniques. Interventions recommended include: audiovisual instruction, discussions with disabled people, role playing, specific course work related to aspects of barrier free design, and demonstrated knowledge of minimal national standards for building accessibility. The author recommends focusing on handicapping environments rather than on individuals with disabilities.

Finkelstein, V. Attitudes and disabled people: Issues for discussion. New York: World Rehabilitation Fund, Inc., 1979.

See Attitudes of Rehabilitation/Social Work Professionals.

Fix, C., & Rohrbacher, J. Attitudes: The neglected barrier facing the handicapped. Florida Vocational Journal, 1978(Sep.), 15-19.

A discussion of the importance of attitudes in the successful re-integration of disabled people into the mainstream, and a carefully detailed plan for workshops on attitudes. The authors first address the need for sensitizing people to disabled individuals, and then outline the most effective way to do this in a workshop. In addition to simulation exercises, they stress the importance of the following: 1) a visibly disabled and experienced group facilitator; 2) proper preparation for workshop activities; 3) inclusion of a wide range of disabilities in discussions and simulations; 4) time spent by workshop participants sharing their experiences; and 5) holding the workshop in a "real-world" environment with day-to-day experiences.

Fix, C., & Rohrbacher, J. What is a handicap? The impact of attitudes. Personnel and Guidance Journal, 1977, 56(3), 176-178.

Report of a college-based project to reduce attitudinal barriers via simulation of a disability and self-examination. Helpful guidelines are offered for the conducting of workshops, such as: coordinating workshop with other on-going programs, getting a good cross-section of participants, focusing on specific disability types, and training of helpers. Guidelines are also given for workshop design and elimination of environmental barriers. Discussion is given on processing the experience and evaluating the workshop.

Fletcher, G.M. Communication about disability: Effect on interaction strain. Dissertation Abstracts International, 1978(Sep.), 39(3-B), 1541.

A study on the effects of acknowledgment of a disability by the disabled person in face-to-face interaction with a nondisabled individual. Subjects were randomly assigned to one of two situations in which a disabled subject either referred to the disability and invited questions and comments about it or did not refer to the disability at all. There were four measures of interaction strain: 1) subjects' general motor activity; 2) subjects' length of time speaking; 3) a Post-Interaction Questionnaire; and 4) a Semantic Differential. Contrary to hypotheses and past research, subjects in the condition in which the disability was mentioned did not respond more favorably to the disabled person or to disabled people in general than did those in the "no-mention" condition.

Flexer, R.W. A comparison of student attitudes toward the disabled in courses on disability and educational psychology courses. Dissertation Abstracts International, 1975(May), 35(11-A), 7122-7123.

See Attitudes of Rehabilitation/Social Work Professionals.

Ford, P.S. An investigation of attitudes toward, and beliefs about, people with speech disorders. Dissertation Abstracts International, 1977(Dec.), 38 (6-B), 2625.

See Other Disabilities.

Fraser, B.C. Integration. Child Care, Health & Development, 1977, 3(3), 201-211.

See Attitudes of Educational Professionals.

Fraser, B.C. The meaning of handicap in children. Child Care, Health & Development, 1980, 6(2), 83-91.

Examined factors that contribute to handicap in children with impairments. Handicap is seen to be caused by a complex coalescence of factors which can be divded into three groups associated directly and indirectly with the presenting disability. Group A consists of the structural and functional deficits inherent in sensory and physical dysfunctions, mental retardation, and emotional disruptions arising from the actual impairments. Group B consists of factors concerned with the way that the physical and social world is organized around the nonimparied. Group C arises from attitudes toward the disabled. It is argued that, for there to be a reduction in the level of handicap experienced by the impaired child, then consideration must be given to intervention in all aspects of the contributing factors and not just in the treatment of the impairment itself. (Journal abstract) (PA)

Gallagher, J.J. The sacred and profane uses of labeling. Mental Retardation, 1976, 14(6), 3-7.

An exploration of the positive and negative effects of labeling. Recommendations include strengthening the role of the family, developing a more comprehensive diagnostic and classification system for handicapped children, giving the public schools primary advocacy responsibility, and closing large residential institutions.

Gardner, J.M., & Radel, M.S. Portrait of the disabled in the media. Journal of Community Psychology, 1978, 6(3), 269-274.

A quantitative study on the portrayal of disabled people on television and in the newspapers over a three-week period. Major themes found in the portrayals were the need for special services, successful adjustment, problems of adjustment, and deviant characteristics of disabled people. Major images found were dependence, followed by (but only half the amount) independence, abuse, and deviance. There were differences in types of disability shown, with physical disabilites being shown much more frequently than mental disabilities. There is some discussion on the importance of research on media portrayals of disabled people and some qualitative discussion that leads to suggestions for further research on this important topic.

Giarratana-Oehler, J. Personal and professional reactions to blindness from diabetic retinopathy. New Outlook for the Blind, 1976, 70(6), 237-239.

See Visual Impairment.

Gibbons, F.X.; Sawin, L.G.; & Gibbons, B.N. Evaluations of mentally retarded persons: "Sympathy" or patronization? American Journal of Mental Deficiency, 1979, 84(2), 124-131.

See Mental Retardation.

Gilbert, J.P., & Stuart, M. A videotape procedure for assessing attitude toward disabled clientele: Procedural development and initial results. Journal of Music Therapy, 1977, 14(3), 116-125.

Describes development and testing of a 26-item scale to measure attitudes of music education, music therapy, and dual majors toward various types of disabled clients. Significant differences among majors were found. The value and limitations of the scale are discussed. (F. Triggs) (PA)

Gilmore, R.J. The perception of the problems of the handicapped by the significant other. Dissertation Abstracts International, 1975(Dec.), 36(6-A), 3507-3508.

See Attitudes of Family Members.

Gladstone, L.R. A study of the relationship between ego defense style preference and experimental pain tolerance and attitudes toward physical disability. Dissertation Abstracts International, 1977(Mar.), 37(9-B), 4679-4680.

A study, based on psychoanalytic theory, to examine the relationship, if any, between ego defense style and two types of body stress, experimental pain tolerance and attitudes toward disabled persons. Subjects were 163 students

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

who were clustered by ego defense style. Subjects were administered the Disability Factor Scale-General (to assess attitudes toward people with physical disabilities) and the Muscle Pressure Index (to measure experimental pain tolerance). Results supported the hypothesis that a relationship exists between ego defense style and the two types of stress with more negative attitudes toward disabled people being exhibited by "defensive" subjects than by "non-defensive" subjects, and with "defensive" subjects exhibiting less pain tolerance. The author suggests that other factors may contribute to these personal characteristics, but that this research supports at least a partial explanation through psychoanalytic theory.

Gliedman, J. The wheelchair rebellion. Psychology Today, 1979, 13(3), 59-64, 99-101.

See Attitudes of Rehabilitation/Social Work Professionals.

Goldstein, K.E.D. A comparative study of university students, professionals, and community attitudes toward mental retardation. Dissertation Abstracts International, 1979(Mar.), 39(9-A), 5446.

See Mental Retardation.

Goldstein, K.M., & Blackman, S. Generalizations regarding deviant groups. Psychological Reports, 1975, 37(1), 279-283.

A report on a study in which 81 college subjects were presented with booklets and asked to select from a list of 84 adjectives the five adjectives most characteristic of several concepts, including mentally retarded, physically disabled, yourself, Americans, etc.

Golub, M.M., & Ehrlich, M. Extended travel and the social rehabilitation of physically disabled people. Journal of Rehabilitation, 1976, 42(4), 36-39.

See Attitudes of Disabled Persons.

Gonzales, W.R. Definition and needs of the severely retarded, multiply handicapped individual as perceived by professionals outside of special education. Dissertation Abstracts International, 1978(Mar.), 38(9-A), 5392-5393.

See Attitudes of Educational Professionals.

Gorman, M. Community absorption of the mentally ill: The new challenge. Community Mental Health Journal, 1976, 12(2), 119-127.

See Mental Illness.

Gosse, V.F., & Sheppard, G. Attitudes toward physically disabled persons: Do education and personal contact make a difference? Canadian Counsellor, 1979, 13(3), 131-135.

See Attitudes of Children/Adolescents.

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

Gottlieb, J. Public, peer, and professional attitudes toward mentally retarded persons. In M.J. Begab & S.A. Richardson (Eds.), The mentally retarded and society: A social science perspective. Baltimore, MD: University Park Press, 1975, 99-125.

See Mental Retardation.

Gottlieb, J., & Siperstein, G.N. Attitudes toward mentally retarded persons: Effects of attitude referent specificity. American Journal of Mental Deficiency, 1976, 80(4), 376-381.

See Mental Retardation.

Greer, B.G. On being the parent of a handicapped child. Exceptional Children, 1975, 41(8), 519.

See Attitudes of Family Members.

Greer, B.G. On parental attitudes. Academic Therapy, 1975-1976, 11(2), 145-147.

See Attitudes of Family Members.

Grove, M.S. Social work intervention to reduce the stigma attached to mental illness by the families of psychiatric patients in western Jamaica. Dissertation Abstracts International, 1979(Apr.), 39(10-A), 6337.

See Mental Illness.

Haist, D. Municipal recreation services for special groups. Journal of Leisurability, 1975, 2(4), 32-37.

A study related to recreation and disability. The author points out that the recreational needs of disabled persons are frequently thwarted because of the prejudicial attitudes of the community. In this study, a survey was conducted in Ontario, Canada, to determine the existence and availability of recreational services for disabled persons. The differences between small and large communities are presented.

Hamalian, C.S., & Ludwig, A.J. Practicum in normalization and advocacy: A neglected component in teacher training. Education & Training of the Mentally Retarded, 1976, 11(2), 172-175.

See Attitudes of Educational Professionals.

Harasymiw, S.J.; Horne, M.D.; & Lewis, S.C. A longitudinal study of disability group acceptance. Rehabilitation Literature, 1976, 37(4), 98-102.

A study which investigated the attitudes of the general population toward 22 disability groups. Over 4,000 subjects were involved over an eight-year period of time. A highly stable hierarchy of preference was found across heterogeneous sub-groups. The results indicate that productivity and acceptance of social values by disabled people may be critical factors in the attitudes of nondisabled persons.

Hardee, B.B. Interpersonal distance, eye contact, and stigmatization: A test of the equilibrium model. Dissertation Abstracts International, 1976(Oct.), 37(4-B), 1970-1971.

See Mobility Impairment.

Haring, N.G. Educational services for the severely and profoundly handicapped. The Journal of Special Education, 1975, 9(4), 425-433.

See Attitudes of Educational Professionals.

Harris, R.M. The effect of perspective taking, interpersonal similarity and dependency on raising funds for persons with disabilities. Dissertation Abstracts International, 1976(Jul.), 37(1-B), 461-462.

An excellent study designed to test the relative effectiveness of various types of persuasive communications on attitudes and behaviors related to fund-raising for persons with disabilities. Subjects were assigned to one of three perspectives: 1) that of a disabled person (empathic); 2) that of an advertising executive (Madison Avenue); or 3) that of themselves (personal). They were also assigned to one of four conditions: 1) high similarity/high dependency; 2) low similarity/low dependency; 3) high similarity/low dependency; or 4) low similarity/high dependency. They were then asked to listen to a persuasive communication which encouraged them to contribute money to an organization associated with disabled persons. There were some differences between male and female subjects, and between empathic or personal versus Madison Avenue perspectives. In general, however, subjects were much more likely to respond positively and to donate more money when similarity was high and dependency low. This finding disputes a common fund-raising approach.

Hartnung, J.R. Psychosocial and behavioral consequences of change in lower extremity orthosis. Dissertation Abstracts International, 1975(Jan.), 35(7-B), 3581.

See Mobility Impairment.

Hastorf, A.H.; Northcraft, G.B.; & Picciotto, S.R. Helping the handicapped: How realistic is the performance feedback received by the physically handicapped. Personality and Social Psychology Bulletin, 1979, 5(3), 373-376.

A report on a study to assess the accuracy of performance feedback given to disabled individuals. Subjects were asked to rate the performance of a confederate, whom they were led to believe was disabled or not visibly disabled. The stimulus person was given the task of performing a labyrinth game, which involved hand coordination (which was unaffected by the "disability"). His performance was designed to be extremely poor, and this was emphasized by means of a data sheet on average scores given to subjects prior to the experimental manipulation. Subjects evaluated the stimulus person's performance significantly higher when they thought he was disabled than when he was not visibly disabled. Additional data analysis revealed that this was not due to lower expectations of the "disabled" stimulus person. The authors suggest instead a "norm to be kind" to disabled persons explanation.

Hastorf, A.H.; Wildfogel, J.; & Cassman, T. Acknowledgement of handicap as a tactic in social interaction. *Journal of Personality and Social Psychology*, 1979, *37*(10), 1790-1797.

An interesting article describing a series of three studies designed to assess the effects of a disabled person acknowledging his/her disability in an interaction with a nondisabled person. In all three studies, nondisabled individuals were asked to watch two videotapes of disabled persons being interviewed, then asked to select the one with whom he/she would prefer to work on a cooperative task. In the first study, subjects showed a significant preference for the disabled man who acknowledged his disability over the one who did not acknowledge his disability. In the second study, subjects significantly preferred the stimulus person who acknowledged his disability rather than the one who revealed other personal information about himself. In the third study, it was found that subjects still preferred the one who acknowledged his disability, even when he appeared nervous about doing so.

Heese, G. The handicapped in literature. (Germ.) *Heilpädagogik*, 1975, *44*(3), 204-209.

See *Attitudes of Disabled Persons*.

Henry, D.P. Valuing processes and attitudes toward disabled persons: A theoretical and empirical study. *Dissertation Abstracts International*, 1977 (Aug.), *38*(2-B), 960-961.

A study to examine the effectiveness of the mourning hypothesis in predicting attitudes toward disabled people. The mourning theory suggests that valuing processes toward one's own body and the importance of one's own physical appearance are related to attitudes toward persons with disabilities. The author discusses, in some detail, the Valuing Process Questionnaire (VPQ), which measures social comparative valuing (self compared to others), personal comparative valuing (actual self compared to ideal self), and intrinsic valuation (valuation of a characteristic without comparison to a standard). Results indicated a relationship between social comparison and negative attitudes toward disabled people, and a relationship between intrinsic valuation and positive attitudes.

Higgins, P.C. The deaf community: Identity and interaction in a hearing world. *Dissertation Abstracts International*, 1978 (Mar.), *38*(9-A), 5723.

See *Hearing Impairment*.

Higgs, R.W. Attitude formation -- Contact or information? *Exceptional Children*, 1975, *41*(7), 496-497.

A study which used subjects of different ages and varying levels of contact with and information about disabled people. The data indicated that attitudes changed as a result of age, experience, and education. Those with high

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

degrees of contact had more favorable attitudes than did other subjects. Instruments used were the Attitudes Toward Disabled Persons scale, a contact rating index, and a knowledge test about physical disabilities.

Hill, P.M., & Hill, A.L. MR knowledge of undergraduate and graduate students. Mental Retardation, 1976, 14(3), 26-28.

See Mental Retardation.

Hollgy, S.; Wilson, G.B.; Giolas, T.G.; & Dean, M.S. Listener reaction to hearing aid wearers. Journal of Rehabilitation of the Deaf, 8(3), 23-30.

See Hearing Impairment.

Hoyt, J.H. Beyond the handicap. American Education, 1977, 13(3), 25-26.

See Attitudes of Disabled Persons.

Hutchison, M.L. Maximizing transfer benefits of special programs. Journal of Leisurability, 1975, 2(4), 2-7.

"The purpose of this paper is to illustrate the role of segregated programs in the continuum of services available in a community; and secondly, to examine ways of planning for transfer to assist in the transition from segregated to integrated programming." (p. 2)

Interagency Committee on Handicapped Employees. Attitudinal barriers. Unpublished paper, March 31, 1975.

See Attitudes of Employers.

Jackson, J.D.; Smith, M.C.; & Liao, W.C. Validation of sick role rights for mental illness. Psychological Reports, 1978, 43(2), 426.

See Mental Illness.

Jackson, M.B. Comparison of attitudes and effects of brief academic exposure on attitudes toward mental retardation of Northern, Southern, and Southwestern Blacks. Dissertation Abstracts International, 1976(Nov.), 37(5-B), 2509-2510.

See Mental Retardation.

Jalali, B.; Jalali, M.; & Turner, F. Attitudes toward mental illness. Journal of Nervous and Mental Disease, 1978, 166(10), 692-700.

See Mental Illness.

January, M.O.C. The effects of single-image and multi-image presentations upon attitudes toward disabled people. Dissertation Abstracts International, 1978(Dec.), 39(6-A), 3311.

A study to measure the relative effectiveness of single-image presentations and multi-image presentations on attitudes toward a specific referent group and disabled people in general. The single image presentation used was a portion of the multi-image presentation which dealt with a wheelchair user. Results found the following changes as a result of single-image presentations: 1) Attitudes Toward Disabled Persons (ATDP), short term; 2) Semantic Differential--Wheelchair User, short term and long term. Multi-image presentations resulted in the following changes: 1) Semantic Differential--Disabled People, short term; 2) Semantic Differential--Wheelchair User, short term. The ATDP and Semantic Differential were found to indicate same directionality of change, but they differed in degree. The author concludes that both single-image and multi-image presentations may be used to change attitudes positively. Single-image presentations are recommended for long-term change, although they seem less effective in attitudes toward disabled people in general.

Jernigan, K. Blindness: Is the public against us? Address delivered at the Annual Convention of the National Federation of the Blind, July 1975.

See Visual Impairment.

Jernigan, K. Blindness: Of visions and vultures. Address delivered at the Annual Convention of the National Federation of the Blind in Los Angeles, July 1976.

See Visual Impairment.

Jernigan, K. Blindness -- The myth and the image. Washington, DC: The National Federation of the Blind, Undated.

See Visual Impairment.

Jernigan, K. Disability and visibility: Uncle Tom, Blind Tom, and Tiny Tim. Washington, DC: The National Federation of the Blind, Undated.

See Visual Impairment.

Jernigan, K. To man the barricades. Washington, DC: The National Federation of the Blind, Undated.

See Visual Impairment.

Johns, C.T.C. The effect of housing on attitudes towards the elderly and physically disabled. Dissertation Abstracts International, 1977(Aug.), 38(2-B), 961-962.

See Attitudes of Disabled Persons.

Kang, Y.W. Attitudes toward blindness and blind people among theological and education students. Dissertation Abstracts International, 1976(Sep.), 37 (3-A), 1490-1491.

See Visual Impairment.

Kang, Y.W., & Masoodi, B.A. Attitudes toward blind people among theological and education students. Journal of Visual Impairment & Blindness, 1977, 71(9), 394-400.

See Visual Impairment.

Kaplan, D., & Dudley, R. The wheelchair lobby responds. Paraplegia News, 1979, 32(2), 15-17.

A response to an article by Neal R. Pierce which criticized the money expended to make metropolitan transit systems accessible to disabled persons. The authors begin by briefly tracing the legal history of the Rehabilitation Act of 1973. They then respond directly to Mr. Pierce's suggestion for a "dial-a-ride" service by showing that it is both more expensive and less convenient than simply making the existing public transportation system accessible to disabled individuals. They conclude with a convincing argument that demonstrates the rate of return the government can get on its investments to make transportation available to everyone.

Kastner, L.S.; Reppucci, N.D.; & Pezzoli, J.J. Assessing community attitudes toward mentally retarded persons. American Journal of Mental Deficiency, 1979, 84(2), 137-144.

See Mental Retardation.

Katz, I.; Farber, J.; Glass, D.C.; Lucido, D.; & Emswiller, T. When courtesy offends: Effects of positive and negative behavior by the physically disabled on altruism and anger in normals. Journal of Personality, 1978, 46 (3), 506-518.

A report on two studies designed to assess responses to help-seeking by disabled and nondisabled individuals in a variety of situations. In the first study, subjects interacted with a woman who was (a) either in a wheelchair or nondisabled, and (b) either friendly or unfriendly. After the initial interaction, the stimulus person left the room and a second person asked subjects to report their reactions to the stimulus person and asked subjects if they would help the stimulus person with another project she was working on. Results, which were contrary to those predicted, indicated that subjects agreed to help the nondisabled person more than the disabled person in the positive condition, and the disabled person more than the nondisabled person in the negative condition. Regardless of disability/nondisability condition, subjects responded more positively to the "friendly" woman. A second study, similar to the first, attempted to clarify the unpredicted results. Two new measures were added, covert anger arousal and perception of the stimulus person as happy or unhappy. As predicted, subjects exhibited more covert anger in the disabled-friendly condition than in the nondisabled-friendly one, and more in the nondisabled-negative condition than in the disabled-negative one.

Katz, I.; Glass, D.C.; Lucido, D.J.; & Farber, J. Ambivalence, guilt, and the denigration of a physically handicapped victim. Journal of Personality, 1977, 45(3), 419-429.

A report on a study which attempted to assess the applicability of ambivalence-guilt-response amplification hypothesis to reactions to disabled people. Subjects filled out a survey several weeks before participation in the actual study from which ambivalence toward disability scores were drawn. During the actual study, subjects were asked to work with a woman who was either seated in a wheelchair or not visibly disabled. Subjects had to administer to the woman (a confederate) a loud noise (severe) or a softer noise (mild). Subjects were asked to rate the woman both prior to the study and after the administration of noises. Results supported, in part, the hypotheses, with least favorable post-test ratings given to the woman in the disabled-loud noise condition. In addition, ambivalence about disabled people had some predictive ability in ratings. The authors compare these findings with those found in studies of attitudes toward Blacks.

Katz, I.; Glass, D.C.; Lucido, D.; & Farber, J. Harm-doing and victim's racial or orthopedic stigma as determinants of helping behavior. Journal of Personality, 1979, 47(2), 340-364.

A series of three studies based on predictions made by ambivalence theory in which harm-doing and stigmatization were manipulated to determine their influence on helping behavior. The prediction was that unintentional harm-doers would be more likely to try to make restitution by doing a favor for a stigmatized person than for a nonstigmatized person. This prediction was supported by results of the first study, which found that subjects were more likely to agree to help a Black student than a White student with a project after unintentionally hurting his feelings. In the second study, the victim of the harm-doing was either a wheelchair user or was not visibly disabled. Results only partially supported the hypothesis, with only the older subjects reacting differentially toward the disabled person. In the third study, the stigmatizing variable was again disability. As predicted, subjects were more likely to help the disabled stimulus person than the nondisabled stimulus person when they thought they had caused her extra work. The authors discuss these findings in terms of amplified post-harm-doing denigration of Black and disabled victims.

Kennedy, E.M. Community mental health care: New services from old systems. Milbank Memorial Fund Quarterly, 1979, 57(4), 480-484.

A brief article by Senator Kennedy which emphasizes the need for legal change which will enable mentally ill people to obtain necessary care within the community. The senator presents a case example in which a person who had been institutionalized was returned to the community without adequate community support. This, obviously, resulted in failure. The history of institutionalization as a care-taking measure, then de-institutionalization as a progressive measure is traced. The senator concludes with a plea for support to make de-institutionalization a success.

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

Kiecolt, J.K. Physical attractiveness, physical disability, and helping behavior. Dissertation Abstracts International, 1977(Jul.), 38(1-B), 418.

An experimental study to measure the effects of victim's sex, subject's sex, attractiveness, and physical disability on the amount of time spent helping a confederate look for a contact lens. Contrary to predictions, male subjects did not help more than female subjects, nor did attractive victims receive more help than unattractive victims. There was a significant difference based on the interaction between sex of victim and attractiveness of victim with the disability factor removed. Attractive women received more help than unattractive women, and unattractive men received more help than attractive men. There was also a significant interaction effect based on sex of victim by attractiveness by disability, with women receiving most help in the attractive-nondisabled and unattractive-disabled conditions, and men receiving most help in the unattractive-nondisabled and attractive-disabled conditions. In addition, there was a significant interaction between sex of subject and physical disability and an interaction which neared significance between sex of victim and disability. Females helped more when the victim was disabled than nondisabled, and males helped more when the victim was nondisabled. This was particularly true when the victim was female. These findings are discussed in terms of dependency effects.

Killingsworth, C.L. Awareness day. Journal of Leisurability, 1975, 2(3), 36-38.

A brief description of an "Awareness Day," sponsored by therapeutic recreation students. Several activities were on the agenda, such as playing wheelchair basketball. Social stereotyping of disabled persons and public awareness were stressed.

Kleinfield, S. Declaring independence in Berkeley. Psychology Today, 1979, 13(3), 67-78.

See Attitudes of Disabled Persons.

Kleinfield, S. Our smallest minority -- Dwarfs. Reader's Digest, 1976(Jan.), 151-156.

See Other Disabilities.

Klimasiński, K. Personality traits and attitudes towards disabled persons. (Polh.) Przeglad Psychologiczny, 1976, 19(1), 71-84.

Discusses hypotheses on the relationships between personality traits of healthy people and their attitudes toward disabled persons. Three theoretical sources of these hypotheses are distinguished: psychoanalysis, T.W. Adorno's (1960) theory of authoritarian personality, and J.B. Rotter's (1966) concept of personality (internal vs. external locus of control). Results of selected experimental studies linked with the verification of these hypotheses are also discussed. The problems are presented within the framework of views which may be termed a "personalistic" concept of conditioning attitudes toward invalids, differing from "situational" (or interaction) concepts stating that these attitudes depend on the course of developmental interactions between disabled and nondisabled individuals. (English summary) (PA)

Koestler, F.A. The unseen minority: A social history of blindness in America. New York, NY: David McKay, 1976.

See Visual Impairment.

Kojima, Y. Disabled individuals in Japanese society. Rehabilitation World, 1977, 3(2), 18-25.

An article in which Allport's five types of rejection are identified and applied to Japanese society. Historical attitudes are examined, and the cultural differences between Japan and the West are discussed, e.g., the Japanese tendency to identify (disabled) child and parents as one sub-group rather than as three individuals, the parents' responsibility, the social pressure to be similar to others, etc. Vocational discrimination is stressed, as well as prejedicial attitudes in education, housing, and recreation.

Koop, V.R. The dispositional effects of mental illness labelling on person perception. Dissertation Abstracts International, 1978(Apr.), 38(10-B), 4990.

See Mental Illness.

Koutrelakos, J.; Gedeon, S.M.; & Struening, E.L. Opinions about mental illness: A comparison of American and Greek professionals and laymen. Psychological Reports, 1978, 43(3), 915-923.

See Mental Illness.

Krisheff, C.H. Adoption agency services for the retarded. Mental Retardation, 1977, 15(1), 38-39.

See Mental Retardation.

Lance, W.D. Who are all the children? Exceptional Children, 1976, 43(2), 66-76.

See Attitudes of Educational Professionals.

Langer, E.J.; Fiske, S.; Taylor, S.E.; & Chanowitz, B. Stigma, staring, and discomfort: A novel-stimulus hypothesis. Journal of Experimental Social Psychology, 1976, 12(5), 451-463.

Conducted three experiments to assess the validity of the novel-stimulus hypothesis as an explanation for why people who are physically different (i.e., novel) are avoided. The hypothesis states that avoidance is mediated by conflict over a desire to stare at novel stimuli and a desire to adhere to a norm against staring when the novel stimulus is another person. In Experiments I and II, subjects viewed photographs of novel (handicapped or pregnant) and familiar (physically normal) people under conditions where staring was sanctioned or not. It was found that staring increased with novelty when staring was unobserved (sanctioned); the reverse obtained when an observer was present. In Experiment III, subjects interacted with a crippled, pregnant, or physically normal partner. Half the subjects were first given the opportunity to observe their partner through a one-way mirror. The reduction in stimulus novelty for this group resulted in reduced avoidance. The question of whether such avoidance of the disabled results from feelings of dislike or disgust as previously suggested, or from discomfort created by novelty, is discussed. (Journal abstract) (PA)

Lasky, R.G.; Dell Orto, A.E.; & Marinelli, R.P. Structured experiential therapy (SET-R): A group approach for overcoming prejudice between disabled and nondisabled persons. Unpublished paper. Boston University, Department of Rehabilitation Counseling, Sep. 1976.

See Attitudes of Disabled Persons.

Lawrence, T.L. Physical and social deviance: A study of health-related attitudes, perceptions and practices within a San Blas Cuna village, Panama. Dissertation Abstracts International, 1977(Dec.), 38(6-A), 3585-3586.

An observational analysis of physically and socially "deviant" persons in a Panamanian village. This study was an anthropological analysis which focused on collection of demographic data and, to a lesser degree, attitudinal information. The author distinguishes between "handicap" and "disability," with the former referring to the "culturally influenced perception of abnormality and undesirability," and the latter associated with the "measurable abnormality of movement." The author identifies three factors responsible for "handicapping": 1) locus of responsibility for the disability, 2) cultural precedents, and 3) changing educational patterns. Only two non-physically disabled groups were identified as being socially deviant: abandonned children and "active" men 60 years of age or older. These were considered deviant for being unusual to the majority of people in the village.

Lazar, A.L.; Haughton, D.; & Orpet, R. A study of attitude acceptance and social adjustment. Behavioral Disorders, 1977, 2(2), 85-88.

Used the Is of Identity (IOI) test to measure the social adjustment of 30 college students high in acceptance of handicapped persons and 30 students low in acceptance as measured by the Attitude Toward Handicapped Individuals Scale (ATHI). Two hypotheses were investigated: (a) The ATHI can be used to place individuals identified on a continuum into discrete groups. (b) High acceptance of the handicapped is positively correlated with high social adjustment. Results show that the high acceptance group had higher social adjustment scores on the IOI than the low acceptance group. However, the social adjustment scores of the low acceptance group were still within the range of normal adjustment. The hypothesis that persons with rejecting attitudes toward the handicapped are also socially maladjusted was not supported. (E.M. Waller) (PA)

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

Lee, M. Retention of stereotypes as a function of locus of control and source of information. Dissertation Abstracts International, 1976(May), 36(11-A), 7341.

See Mental Retardation.

Lehman, M.K. Psychiatry in the public eye. Psychiatric Opinion, 1978, 15(11), 26-31.

See Mental Illness.

Lenhart, L.C. The stigma of disability. Dissertation Abstracts International, 1977(Apr.), 37(10-B), 5439.

See Attitudes of Disabled Persons.

Leone, P., & Retish, P. Affective differences among undergraduate students. Mental Retardation, 1977, 15(2), 13-15.

See Attitudes of Educational Professionals.

Levitt, L., & Kornhaber, R.C. Stigma and compliance: A re-examination. Journal of Social Psychology, 1977, 103, 13-18.

Discussion of a study designed to compare the effects of a stigmatizing disability (visible and permanent/brace and Canadian crutches), a nonstigmatizing disability (visible and temporary/leg cast and wooden crutches), and no disability on compliance with a request for money among male and female subjects. Results showed more compliance with disabled females, regardless of stigmatization, and no significant difference in number of persons complying in the stigmatizing/nonstigmatizing conditions. Manipulation checks were performed. It was concluded that a disability need not be stigmatizing in order to increase compliance, but the presence of a disability does increase compliance.

Leymaster, R.D. A study of public attitude toward mental health disorders and professional need for mental health services in Iowa. Dissertation Abstracts International, 1977(Apr.), 37(10-B), 5361.

See Mental Illness.

Linter, J.M. Reflections on the media and the mental patient. Hospital & Community Psychiatry, 1979, 30(6), 415-416.

See Mental Illness.

Lippman, L.D. Development of a set of indicators of societal concern for mentally retarded persons. Dissertation Abstracts International, 1976(Aug.), 37(2-A), 1238-1239.

See Mental Retardation.

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

Lowenfeld, B. The changing status of the blind: From separation to integration. Springfield, IL: Charles C. Thomas, 1975.

See Visual Impairment.

McAndrew, I. Children with a handicap and their families. Child Care, Health & Development, 1976, 2(4), 213-237.

See Cerebral Palsy.

McCaffery, L.J. Use of sociometric techniques with mentally retarded and learning disabled children. Group Psychotherapy, Psychodrama & Sociometry, 1976, 29, 111-112.

See Learning Disabilities.

McGaughey, R. From problem to solution: The new focus in fighting environmental barriers for the handicapped. Rehabilitation Literature, 1976, 37(1), 10-12.

A comprehensive discussion of attempts to reduce environmental barriers to disabled people. The author addresses both social and legislative forces which have an impact on the movement toward architectural/environmental accessibility. There is an extensive presentation on work done by the Architectural and Transportation Barriers Compliance Board as well as brief discussions of other past and present projects.

Makas, E. Perspectives. Washington, DC: George Washington University, 1981.

See Learning Disabilities.

Malley, J.C. Perceived social rejection as a function of self-evaluation and disability accommodation. Dissertation Abstracts International, 1975(Aug.), 36(2-A), 820.

See Attitudes of Disabled Persons.

Martin, E.W. A national commitment to the rights of the individual: 1776 to 1976. Exceptional Children, 1976, 43(3), 132-135.

See Attitudes of Educational Professionals.

Mayadas, N.S., & Duehn, W.D. The impact of significant adults' expectations on the life style of visually impaired children. New Outlook for the Blind, 1976, 70(7), 286-290.

See Visual Impairment.

Melgoza, B.; Roll, S.; & Baker, R.C. Transferential aspects in therapy: The therapist with a physical impairment. Clinical Psychologist, 1980, 33(2), 11-12.

See Attitudes of Disabled Persons.

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Mesch, J.C. Content analysis of verbal communication between spinal cord injured and nondisabled male college students. Archives of Physical Medicine and Rehabilitation, 1976, 57(1), 25-30.

See Mobility Impairment.

Mesibov, G.B. Mentally retarded people: 200 years in America. Journal of Clinical Child Psychology, 1976, 5(3), 25-29.

See Mental Retardation.

Miller, L.V. Attitudes toward deafness, motivation and expectations of students enrolled in manual communication classes. Dissertation Abstracts International, 1976(Aug.), 37(2-A), 813-814.

See Hearing Impairment.

Mistler, S.; Cornelius, D.; & Daniels, S.M. Free wheeling. Washington, DC: George Washington University, 1978.

See Mobility Impairment.

Mistler, S.; Cornelius, D.; & Daniels, S. The invisible battle: Attitudes toward disability. Washington, DC: George Washington University, 1978.

One of the booklets in the Barrier Awareness series on attitudinal barriers facing disabled people. This booklet, the first in the series, addresses attitudes toward disabled people in general. There is a brief introduction which gives an overview of attitudes and attitudinal barriers, followed by a section on myths and facts related to disability, and a section of scenes demonstrating the effects of attitudes on situations encountered by persons who are disabled. The booklet concludes with suggestions on ways to reduce attitudinal barriers in interactions with people who have disabilities. A listing of resources for more information on disability is included.

Mistler, S.; Cornelius, D.; Daniels, S.; & Panieczko, S. Beyond the sound barrier. Washington, DC: George Washington University, 1978.

See Hearing Impairment.

Mitchell, D.C., & Frederickson, W.A. Preferences for physically disabled counselors in hypothetical counseling situations. Journal of Counseling Psychology, 1975, 22(6), 477-482.

See Mobility Impairment.

Mitchell, J.C. Disabled counselors: Perception of their effectiveness in a therapeutic relationship. Archives of Physical Medicine and Rehabilitation, 1976, 57(7), 348-352.

See Mobility Impairment.

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

Mitchell, J.C. Effect of a counselor's wheelchair on perception of counseling relationship variables. Dissertation Abstracts International, 1975(Nov.), 36(5-A), 2639-2640.

See Mobility Impairment.

Mitchell, J., & Allen, H. Perception of a physically disabled counselor in a counseling session. Journal of Counseling Psychology, 1975, 22(1), 70-73.

See Mobility Impairment.

Morrison, J.K., et al. Attitudes of community gatekeepers and psychiatric social workers toward mental illness. Journal of Community Psychology, 1979, 7(2), 147-150.

See Mental Illness.

Morrison, J.K.; Becker, R.E.; & Bourgeois, C.A. Decreasing adolescents' fear of mental patients by means of demythologizing. Psychological Reports, 1979, 44(3, Pt. 1), 855-859.

See Mental Illness.

Morrison, J.K.; Cocozza, J.J.; & Vanderwyst, D. Changing students' constructs of mental patients by means of educative seminars. Journal of Clinical Psychology, 1978, 34(2), 482-483.

See Mental Illness.

Morrison, J.K., & Teta, D.C. Effect of demythologizing seminars on attributions to mental health professionals. Psychological Reports, 1978, 43(2), 493-494.

See Mental Illness.

Morrison, J.K., & Teta, D.C. Increase of positive self-attributions by means of demythologizing seminars. Journal of Clinical Psychology, 1977, 33(4), 1128-1131.

See Mental Illness.

Morrison, J.K., & Teta, D.C. Reducing students' fear of mental illness by means of seminar-induced belief change. Journal of Clinical Psychology, 1980, 36(1), 275-276.

See Mental Illness.

Mulcahy, R. Practical introduction to mental retardation. Mental Retardation Bulletin, 1977, 5(2), 82-85.

See Mental Retardation.

Napolitano, H.S. Parents of the gifted lag. The Creative Child and Adult Quarterly, 1979, 4(1), 58-63.

See Attitudes of Family Members.

Nathanson, C.A. Illness and the feminine role: A theoretical review. Nursing Digest, 1976, 5(3), 74-79.

A discussion of the reasons why women report symptoms of physical and mental illness at higher rates than men, including cultural acceptance, similarity of sex role to sick role, and possibly more illness.

A national survey of ways to improve relations with the community. Hospital & Community Psychiatry, 1978, 29(9), 607.

See Mental Illness.

Navarre, K.A., & Minton, H.L. Internal-external control and attitude toward disability. Journal of Consulting and Clinical Psychology, 1977, 45(5), 961-962.

An experimental study to examine the effects of locus of control on judgments of disabled versus nondisabled people. Subjects were shown one of four videotapes and asked to recommend promotion ranking for the stimulus person. The films represented two levels of competency (competent, incompetent) and two disability conditions (disabled, nondisabled). A third variable measured locus of control (internal, middle, external). As predicted, competency was rated higher than incompetency. Locus of control hypotheses were partially supported by the findings that: 1) under high competency conditions, externals made a distinction between disabled and nondisabled persons (with disabled persons being rated higher); and 2) under high competency conditions, internals did not make a distinction between disabled and nondisabled stimulus persons. The authors conclude that "externals" are influenced more by external cues, such as presence or absence of a disability, while "internals" are influenced more by internal cues, such as competency.

Neisworth, J.T.; Jones, R.T.; & Smith, R.M. Body-behavior problems: A conceptualization. Education & Training of the Mentally Retarded, 1978, 13(3), 265-271.

Deviations in physical appearance, often a concomitant of exceptionality, can result in serious developmental consequences. A model linking body cues and behavioral consequences is presented. Three major intervention strategies are recommended for reducing existing or potential handicap resulting from atypical physique. These are cosmetic prosthetics, cosmetic learning (e.g., learning to control abnormal postures or facial expressions), and alteration of the social environment so that deviation is accepted. (Journal abstract) (PA)

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

Niklas, D. Dependence and stigma in the life of the disabled. (Polh.) *Studia Socjologiczne*, 1976, *3*(62), 149-166.

Reviews the relationship between various concepts of normality and physical disability and suggests that the stigma experienced by the disabled stems from their dependence on others. Making the disabled independent is an important step in their rehabilitation. Suggestions are presented on how organizations can solve the everyday problems of the disabled. (H. Kaczkowski) (PA)

Novotny, M.A. The effect of sex and attractiveness on mental illness pre-labeling. *Dissertation Abstracts International*, 1977(Aug.), *38*(2-B), 912-913.

See *Mental Illness*.

Nuehring, E.M. Stigma and state hospital patients. *American Journal of Orthopsychiatry*, 1979, *49*(4), 626-633.

See *Mental Illness*.

Olmsted, D.W., & Durham, K. Stability of mental health attitudes: A semantic differential study. *Journal of Health & Social Behavior*, 1976, *17*(1), 35-44.

See *Mental Illness*.

O'Mahoney, P.D. Attitudes to the mentally ill: A trait attribution approach. *Social Psychiatry*, 1979, *14*(2), 95-105.

See *Mental Illness*.

O'Reilly, D.E. Care of the cerebral palsied: Outcome of the past and needs for the future. *Developmental Medicine & Child Neurology*, 1975, *17*(2), 141-149.

See *Cerebral Palsy*.

Pancer, S.M.; Adams, D.A.; Mollard, D.; Solsberg, D.; & Tammen, L. Perceived distinctiveness of the handicapped. *Journal of Social Psychology*, 1979, *108*(2), 275-276.

An experimental study to explore the effects of loss of distinctiveness on helping behaviors toward disabled individuals. It was suggested that the special treatment afforded to disabled people is the result of the distinctiveness of disability, and that, therefore, a reduction in distinctiveness would cause a reduction in special treatment. Subjects were persons driving down a particular street while a woman attempted to cross the street. She was either disabled or nondisabled, and either carrying groceries or not carrying groceries. The helping measure was the number of cars which passed by without stopping to let her cross. As hypothesized, the distinctive (disabled) woman was allowed to cross sooner than the nondisabled one when she was not carrying groceries, but this special treatment was not given to the disabled woman when she was performing the same activities as everyone else (low distinctiveness--carrying groceries).

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

Parish, T.S.; Dyck, N.; & Kappes, B.M. Stereotypes concerning normal and handicapped children. The Journal of Psychology, 1979, 102(1), 63-70.

See Attitudes of Educational Professionals.

Park, D.C.; Ellis, W.K.; Eggert, D.V.; & Goldstein, J.E., Eds. Focus on research: Recreation for disabled individuals. Washington, DC: George Washington University, 1980.

See Attitudes of Rehabilitation/Social Work Professionals.

Park, L.D. Barriers to normality for the handicapped adult in the U.S. Rehabilitation Literature, 1975, 36(4), 108-111.

A discussion of barriers confronting disabled people in America: confused value system by government, mobility problems, lack of entry system for adolescents in the world of work, and lack of implemented technology. Identification of barriers is far more specific than the general suggestions for removing barriers.

Parks, A.W. The development, evaluation and application of the Attitudes Toward Privacy Scale (ATPS). Dissertation Abstracts International, 1979(Mar.), 39(9-A), 5466-5467.

See Mental Retardation.

Patterson, D.L. The effects of systematic desensitization on social-interpersonal discomfort with the physically disabled. Dissertation Abstracts International, 1978(May), 38(11-B), 5585-5586.

See Attitudes of Medical/Mental Health Professionals.

Peters, G.E. The effect of the stigma of mental illness and of dissimilarity of attitudes on interpersonal distance and perceived similarity. Dissertation Abstracts International, 1975(Jul.), 36(1-B), 496.

See Mental Illness.

Peters, L.G. Concepts of mental deficiency among the Tamang of Nepal. American Journal of Mental Deficiency, 1980, 84(4), 352-356.

See Mental Retardation.

Petrangelo, G.J. Attitudes of non-disabled college students toward their disabled classmates as a function of educational contact. Dissertation Abstracts International, 1977(May), 37(11-A), 6957.

See Attitudes of Educational Professionals.

Pierce, N.R. The great wheelchair flap. Paraplegia News, 1979, 32(2), 15-17.

See Mobility Impairment.

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

Plata, M. Housing discrimination toward one parent families with a handicapped son. Exceptional Children, 1979, 46(2), 132-133.

See Mental Illness.

Pollack, S.; Huntley, D.; Allen, J.G.; & Schwartz, S. The dimensions of stigma: The social situation of the mentally ill person and the male homosexual. Journal of Abnormal Psychology, 1976, 85(1), 105-112.

See Mental Illness.

Radtke, F.A. What, then, is mercy? A descriptive study of the attitudes of Western society toward mentally retarded people with philosophical, psychological and theological implications. Dissertation Abstracts International, 1975(Dec.), 36(6-A), 3568.

See Mental Retardation.

Rappaport, E.A. Notes on blindness and omniscience: From Oedipus to Hitler. Psychoanalytic Review, 1976, 63(2), 281-289.

See Visual Impairment.

Redner, R. Others' perceptions of mothers of handicapped children. American Journal of Mental Deficiency, 1980, 85(2), 176-183.

See Mental Retardation.

Reeder, C.W., & Linkowski, D.C. An institute on attitudinal, legal, and leisure barriers to the disabled. Rehabilitation Counseling Bulletin, 1976, 20(1), 76-79.

Describes a new Regional Rehabilitation Research Institute at George Washington University, Washington, D.C., and gives a conceptual framework and some aspects of the research methodology. The purpose of this institute is to develop research assisting in the reduction or removal of specific barriers confronting the disabled. (PA)

Rehabilitation Research Institute. Community adjustment of deinstitutionalized mentally retarded persons. Rehab Brief, 1980, 3(6), 1-2, 4.

See Mental Retardation.

Reichel, E.A. Changing attitudes toward the disabled. Journal of Applied Rehabilitation Counseling, 1975, 6(3), 188-192.

See Attitudes of Employers.

Rhoades, C., & Browning, P. Normalization at what price? Mental Retardation, 1977, 15(2), 24.

See Mental Retardation.

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Richardson, S.A. Reaction to mental subnormality. In M.J. Begab & S.A. Richardson (Eds.), *The mentally retarded and society: A social science perspective*. Baltimore, MD: University Park Press, 1975, 77-97.

See *Mental Retardation*.

Ries, J.K. Public acceptance of the disease concept of alcoholism. *Journal of Health and Social Behavior*, 1977, *18*(3), 338-344.

See *Epilepsy*.

Ritzema, R.J., & Fancher, S.C. Non-professionals' attributions of deviant behavior: Mental illness as a non-preferred label. *Psychological Reports*, 1980, *46*(1), 235-238.

See *Mental Illness*.

Rose, G.L., & Brief, A.P. Effects of handicap and job characteristics on selection evaluations. *Personnel Psychology*, 1979, *32*(2), 385-392.

See *Epilepsy*.

Rosen, H., & Corcoran, J.F.T. The attitudes of USAF officers toward mental illness: A comparison with mental health professionals. *Military Medicine*, 1978, *143*(8), 570-574.

See *Mental Illness*.

Ruiz Ruiz, M.; Brotat Ester, M.; & Sentis Villalta, J. Development of a scale of attitudes toward mental illness, psychiatrists, and psychiatry. (Span.) *Revista de Psicologia General y Aplicada*, 1977, *32*(148), 877-886.

See *Mental Illness*.

Samerotte, G.C., & Harris, M.B. Some factors influencing helping: The effects of a handicap, responsibility, and requesting help. *The Journal of Social Psychology*, 1976, *98*, 39-45.

A study which investigated the responses of nondisabled adults to two different types of handicaps (bandaged arm and facial scar). The results support the theory that handicaps increase sympathy for a person, but that disfigurement reduces attractiveness, and, as a result, helping decreases as the severity of the handicap increases.

Scambio, E.J. Community attitudes toward handicapped persons in New Jersey. *Dissertation Abstracts International*, 1978(Aug.), *39*(2-A), 818-819.

A large scale survey of attitudes toward disabled persons based on a number of demographic variables. Subjects were 937 residents of urban, suburban, and rural communities in New Jersey. A survey instrument was specifically designed to meet the needs of this study. It was found that there was a

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

positive relationship between favorable attitudes toward disabled persons and the existence of integrated community programs for disabled persons. A relationship was also found between community type and integration type. In areas with educationally integrated programs, urban residents expressed the most accepting attitudes toward disabled persons; in areas with residentially integrated programs, rural residents were the most accepting. Type of disability also affected responses, with subjects expressing more favorable attitudes toward people with sensory disabilities than toward those with psychogenic disabilities. These findings are discussed in relation to human service program planning.

Scheier, M.F.; Carver, C.S.; Schulz, R.; Glass, D.C.; & Katz, I. Sympathy, self-consciousness, and reactions to the stigmatized. Journal of Applied Social Psychology, 1978, 8(3).

See Mobility Impairment.

Schilit, J. Black versus White perception of mental retardation. Exceptional Children, 1977, 44(3), 189-190.

See Mental Retardation.

Schmid, T.J. Parental reactions to the affiliational stigma of mental retardation. Dissertation Abstracts International, 1977(Sep.), 38(3-A), 1688-1689.

See Mental Retardation.

Schulz, P.J. The sight of blindness and the phenomenon of avoidance. New Outlook for the Blind, 1975, 69(6), 261-265.

See Visual Impairment.

Schulz, R., & Scheier, M.F. Understanding reactions to the stigmatized: Sympathy for the handicapped and old. Unpublished paper, 1978.

See Mobility Impairment.

Schwab, R.; König, R.; & Wei, K.H. Attitudes towards mental disturbance and psychotherapy. (Germ.) Zeitschrift für Klinische Psychologie, 1978, 7(3), 194-206.

See Mental Illness.

Segal, S.P. Attitudes toward the mentally ill: A review. Social Work, 1978, 23(3), 211-217.

See Mental Illness.

Segal, S.P., & Aviram, U. Reintegrating the mentally ill in the community. International Journal of Rehabilitation Research, 1979, 2(4), 499-506.

See Mental Illness.

ATTITUDES OF THE GENERAL PUBLIC (Cont.)

Segal, S.S. Residential care for the mentally handicapped. Educational Research, 1977, 19(3), 199-216.

See Mental Retardation.

Selby, J.W., & Calhoun, L.G. How many patients have you seen today? Clinical Psychologist, 1980, 33(2), 4-6.

See Visual Impairment.

Setzer, G.W. Newspaper reports on mental retardation: Their implications for normalization. Dissertation Abstracts International, 1977(Aug.), 38(2-A), 733.

See Mental Retardation.

Shushan, R.D. Assessment and reduction of deficits in the physical appearance of mentally retarded people. Dissertation Abstracts International, 1975 (Mar.), 35(9-A), 5974-5975.

See Mental Retardation.

Sieradzki, M. The disabled in a social milieu. (Polh.) Studia Socjologiczne, 1977, 1(64), 267-289.

Discusses the various types of problems encountered by the disabled in society. The role that attitudes have in shaping the behaviors of the disabled is reviewed, and the way in which these behaviors are affected by societal demands is examined. A model is presented for reevaluating sociological concepts about the disabled; it is shown how these new ideas can lead to the development of new programs of assistance to the disabled. (H. Kaczkowski) (PA)

Smaby, M., & Briski, J. Counseling the special education student: A developmental approach. Pupil Personnel Services Journal, 1978, 7(1), 69-76.

See Mental Retardation.

Smith, N.J., & McCulloch, J.W. Measuring attitudes towards the physically disabled: Testing the Attitude Towards Disabled Persons scale (A.T.D.P. Form O) on social work and non-social work students. International Journal of Rehabilitation Research, 1978, 1(2), 187-197.

See Attitudes of Rehabilitation/Social Work Professionals.

Smith-Hanen, S.S. Socialization of the physically handicapped. Journal of Applied Rehabilitation Counseling, 1976, 7(3), 131-141.

See Attitudes of Disabled Persons.

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Snyder, M.L.; Kleck, R.E.; Strenta, A.; & Mentzer, S.J. Avoidance of the handicapped: An attributional ambiguity analysis. Journal of Personality and Social Psychology, 1979, 37(12), 2297-2306.

An examination of a strategy for avoiding the disclosure of a negative motive. Interacting with a disabled person was selected as part of the experimental manipulation, based on the assumption that people would avoid the interaction, but they would also attempt to conceal their avoidance. Two studies were run in which this hypothesis was tested. It was found that subjects were much more likely to avoid sitting next to a disabled person if they could conceal this motive with another less negative motive (in this case, preferring to watch a different movie than the disabled person chose to watch).

Sohoni, N.K. Social barriers & community attitudes concerning the disabled. International Rehabilitation Review, 1977(Jan.), 4.

See Attitudes of Family Members.

Speck, O. The handicapped individual and his social interactions. (Germ.) Heilpädagogik, 1975, 44(3), 199-204.

See Attitudes of Disabled Persons.

Spinak, J. Normalization and recreation for the disabled. Journal of Leisurability, 1975, 2(2), 31-35.

An article which describes the general steps to normalization of formerly institutionalized individuals in terms of recreational facilities and activities. Public as well as professional attitudes are considered briefly.

Spreen, O. Attitudes toward mental retardation and attitude change: An experimental study. Zeitschrift für Experimentelle und Angewandte Psychologie, 1977, 24(2), 303-323.

See Mental Illness.

Stapleton, M. Rights to equality for disabled persons under federal and state law. Rehabilitation Counseling Bulletin, 1976, 19(4), 597-606.

See Attitudes of Employers.

Steadman, H.J., & Cocozza, J.J. Public perceptions of the criminally insane. Hospital & Community Psychiatry, 1978, 29(7), 457-459.

See Mental Illness.

Stefani, D. Attitudes toward mental illness. (Span.) Revista de Psicologia General y Aplicada, 1976, 31(139), 211-234.

See Mental Illness.

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Stefani, D. A scale of attitudes towards mental illness. (Span.) Acta Psiquiatrica y Psicologica de America Latina, 1977, 23(3), 202-207.

See Mental Illness.

Sternlicht, M. Variables affecting foster care placement of institutionalized retarded residents. Mental Retardation, 1978, 16(1), 25-28.

See Mental Retardation.

Straus, A. Changing attitudes toward blindness: A role-playing demonstration for service clubs. New Outlook for the Blind, 1975, 69(9), 407-409.

See Visual Impairment.

Strully, J.; Mistler, S.; & Cornelius, D. Dignity. Washington, DC: George Washington University, 1979.

See Mental Retardation.

Stubbins, J. A review of Vic Finkelstein's Changing attitudes and disabled people: Issues for discussion. Paper presented at the World Rehabilitation Fund, Inc., seminar, Sep. 5-6, 1979, New York, NY.

See Attitudes of Rehabilitation/Social Work Professionals.

Stubbins, J., Ed. Social and psychological aspects of disability: A handbook for practitioners. Baltimore, MD: University Park Press, 1977.

See Attitudes of Disabled Persons.

Subtitles for TV and films. American Education, 1977, 13(2), 18-22.

See Hearing Impairment.

Sussman, A.E. Attitudes toward deafness: A dimension of personality. Hearing Rehabilitation Quarterly, 1976, 2(1), 9-10.

See Hearing Impairment.

Taylor, H.G. Social perception of the mentally retarded. Journal of Clinical Psychology, 1975, 31(1), 100-102.

See Mental Retardation.

Thompson, T.L., & Seibold, D.R. Stigma management in normal-stigmatized interactions: Test of the disclosure hypothesis and a model of stigma acceptance. Human Communication Research, 1978, 4(3), 231-242.

A three-phase investigation of the effects of disclosure on reactions of nonstigmatized persons to three categories of stigmatized individuals. Phase

I involved a statistical description of types of stigmatization. Phase II concentrated on eliciting information from representatives of groups identified as stigmatized on their interactions with nonstigmatized persons. Phase III was an experimental study in which subjects' reactions to stigmatized persons were assessed. Stimulus conditions were a wheelchair user, a "gay" person, and a Jewish individual. In addition, the stimulus persons either disclosed or did not disclose verbally his stigma to the subject. Reaction measures were: 1) uncertainty (number of references to the stigma by the subject and amount of time talking), 2) tension (number of leg/foot and hand/arm movements), 3) interpersonal distance and willingness to interact with the stimulus persons again. Results indicated no difference in reactions to the three different stigmas, and some reduction in uncertainty (only) among subjects in "disclosure" conditions.

Thoreson, R.W., & Kerr, B.A. The stigmatizing aspects of severe disability: Strategies for change. Journal of Applied Rehabilitation Counseling, 1978, 9(2), 21-26.

See Attitudes of Rehabilitation/Social Work Professionals.

Thornley, M.L. A national trend: The impact of educating and training formerly institutionalized children and adults in the community. Education & Training of the Mentally Retarded, 1976, 11(2), 152-155.

See Attitudes of Educational Professionals.

Trippi, J.; Michael, R.; Colao, A.; & Alvarez, A. Housing discrimination toward mentally retarded persons. Exceptional Children, 1978, 44(6), 430-433.

See Mental Retardation.

Trute, B., & Loewen, A. Public attitude toward the mentally ill as a function of prior personal experience. Social Psychiatry, 1978, 13(2), 79-84.

See Mental Illness.

Tudor, W.; Tudor, J.; & Gove, W.R. The effect of sex role differences on the societal reaction to mental retardation. Social Forces, 1979, 57(3), 871-886.

See Mental Illness.

Tunick, R.H.; Platt, J.S.; & Bowen, J. Rural community attitudes toward the handicapped: Implications for mainstreaming. Exceptional Children, 1980, 46(7), 549-550.

A comparison of community attitudes between "rural farm" people and "rural non-farm" people. Data were gathered through administration of the Attitudes Toward Disabled Persons scale as part of a larger survey involving several instruments. It was found that rural non-farm respondents were significantly more accepting of disabled people than rural farm people were. The implications of these findings, particularly as they relate to mainstreaming, are discussed.

Ungar, S. The effects of effort and stigma on helping. The Journal of Social Psychology, 1979, 107(1), 23-28.

An experimental assessment of the impact of stigmatization on helping behavior. The hypotheses were constructed based on Piliavin, Rodin, and Piliavin's cost-reward model of helping. Subjects were 200 male and female subway riders, all of whom were travelling alone. Two confederates participated in each trial. The male confederate (half the time wearing an eyepatch, half the time not) approached the female confederate, who was standing next to the subject and asked for information. The female confederate misinformed the male confederate. In the low effort condition, the misinformed persons remained near the subject; in the high effort condition, he moved away immediately, necessitating pursuit by the subject. As predicted, there was no difference in helping behavior in the low effort condition; but there was a significant difference in the high effort condition between "disabled" and "nondisabled" conditions, with subjects much more likely to help the nondisabled person than the disabled person when the cost of helping was high.

Vander Kolk, C.J. Physiological and self-reported reactions to the disabled and deviant. Rehabilitation Psychology, 1976, 23(3), 77-83.

Ten female and ten male college students were asked to rank, by desirability, a list of 11 impairments or deviations, and then to read the entire list aloud. Subjects' vocal patterns and modulations during the reading were analyzed for signs of physiological discomfort, using the Psychological Stress Evaluator (PES). While PES measures showed significant stress in relation to all of the impairments and deviations, there was substantial individual variation in amount and locus of reactivity. There was also little apparent congruence between desirability rankings and PES scores; subjects did not rank as desirable those disabilities to which they exhibited the least covert stress. Results suggest that negative reactions to the disabled may involve a physiological component stemming from a perceived threat to the self-image. The inconsistency between stated desirability and measured discomfort may reflect a socially engendered suppression of true preferences. (C.B. Barad) (PA)

Vander Kolk, C.J. Physiological measures as a means of assessing reactions to the disabled. New Outlook for the Blind, 1976, 70(3), 101-103.

Used a psychological stress evaluator (charting voice modulations) to measure the reactions of 20 undergraduates to populations of Black, blind, cerebral palsied, diabetic, ex-offender, homosexual, mentally retarded, one-arm amputee, one-leg amputee, paraplegic, and psychotic persons. Subjects were required to list verbally groups they would be most/least willing to become a member of. Then, subjects were asked to verbalize answers to four questions regarding stress felt in relation to people "different" from themselves. As a group, subjects demonstrated physiological stress to each of the different populations. Stress reactions were varied between individuals, and certain disabilities elicited more stress than others. Rating of disabilities according to relative desirability was not always congruent with

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the degree of stress elicited. Incongruence between conscious and unconscious mechanisms and between body processes and verbalizations are suggested reasons for these discrepancies. The need for further investigation of nondisabled persons' reactions to disabled persons using objective measurement tools (such as the psychological stress evaluator) is emphasized. (A.C. Moltu) (PA)

Vargo, J.W. Some psychological effects of physical disability. The American Journal of Occupational Therapy, 1978, 32(1), 31-34.

See Attitudes of Disabled Persons.

Vasa, S.F.; Scranton, T.R.; & Rankin, J. Insurance practices and handicapped children. Academic Therapy, 1976-1977, 12(2), 173-179.

A study dealing with the effects of labeling on insurance practices. Findings indicate that "categorical designations of children apparently have a direct financial impact on a family's insurance rates." (p. 177) Further, findings suggest that insurance companies rely heavily on the medical model. Stigma and post-school adjustment is also considered.

Vash, C.L. The psychology of disability. Rehabilitation Psychology, 1975, 22(3), 145-162.

See Attitudes of Medical/Mental Health Professionals.

Vernon, M. Major current trends in rehabilitation and education of the deaf and hard of hearing. Rehabilitation Literature, 1975, 36(4), 102-107.

See Hearing Impairment.

Wada, M.A., & Brodwin, M.G. Attitudes of society toward sexual functioning of male individuals with spinal cord injury. Psychology, 1975, 12(4), 18-22.

See Mobility Impairment.

Weinberg, N. Modifying social stereotypes of the physically disabled. Rehabilitation Counseling Bulletin, 1978, 22(2), 114-124.

See Mobility Impairment.

Weinberg, N., & Santana, R. Comic books: Champions of the disabled stereotype. Rehabilitation Literature, 1978, 39(11-12), 327-331.

See Attitudes of Children/Adolescents.

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Richardson, H.B., & Guralnick, M.J. Pediatric residents and young handicapped children: Curriculum evaluation. *Journal of Medical Education*, 1978, 53 (6), 487-492.

See *Attitudes of Medical/Mental Health Professionals*.

Riggen, T.F. An investigation of the covariance of dogmatism and inservice training on the attitudes of principals and classroom teachers concerning the mainstreaming of mildly handicapped children. *Dissertation Abstracts International*, 1978(May), 38(11-A), 6454-6455.

See *Attitudes of Educational Professionals*.

Robinson, E.H., & Brosh, M.C. Communication skills training for resource teachers. *Journal of Learning Disabilities*, 1980, 13(3), 162-165.

See *Learning Disabilities*.

Roessler, R.; Milligan, T.; & Ohlson, A. Personal adjustment training for the spinal cord injured. *Rehabilitation Counseling Bulletin*, 1976, 19(4), 544-550.

See *Mobility Impairment*.

Romano, M.D. Preparing children for parental disability. *Social Work in Health Care*, 1976, 1(3), 309-315.

See *Attitudes of Family Members*.

Rossett, A. Parenting of the preschool exceptional child. *Teaching Exceptional Children*, 1975, 7(4), 118-119.

See *Hearing Impairment*.

SPECIFIC INTERVENTION STRATEGIES/PROGRAMS (Cont.)

Rothschild, I.N. A comparison of cognitively and affectively oriented in-service training programs in changing teacher attitudes toward the handicapped. Dissertation Abstracts International, 1978(Dec.), 39(6-A), 3517-3518.

See Attitudes of Educational Professionals.

Rubin, J.A. Through art to affect: Blind children express their feelings. New Outlook for the Blind, 1975, 69(9), 385-391.

See Visual Impairment.

Sadlick, M., & Penta, F.B. Changing nurse attitudes toward quadriplegics through use of television. Rehabilitation Literature, 1975, 36(9), 274-278.

See Mobility Impairment.

Sanders, J. The differential effects of selected methods of imparting information on teacher trainees' attitudes toward disabled persons. Dissertation Abstracts International, 1979(Jan.), 39(7-A), 4065-4066.

See Attitudes of Educational Professionals.

Scheffers, W.L. Sighted children learn about blindness. Journal of Visual Impairment & Blindness, 1977, 71(6), 258-261.

See Visual Impairment.

Schinke, S.P., & Wong, S.E. Evaluation of staff training in group homes for retarded persons. American Journal of Mental Deficiency, 1977, 82(2), 130-136.

See Mental Retardation.

Schwab, L.O. Rehabilitation of physically disabled women in a family-oriented program. Rehabilitation Literature, 1975, 36(2), 34-43, 47.

See Attitudes of Disabled Persons.

Segal, S.P., & Aviram, U. Reintegrating the mentally ill in the community. International Journal of Rehabilitation Research, 1979, 2(4), 499-506.

See Mental Illness.

Shaw, S.F., & Gillung, T.B. Efficacy of a college course for regular class teachers of the mildly handicapped. Mental Retardation, 1975, 13(4), 3-6.

See Attitudes of Educational Professionals.

Shein, E.W. The effect of lectures and sign language instruction on changing attitudes toward the hearing impaired in an elementary school population. Dissertation Abstracts International, 1978(Nov.), 39(5-B), 2521.

See Hearing Impairment.

SPECIFIC INTERVENTION STRATEGIES/PROGRAMS (Cont.)

Shushan, R.D. Assessment and reduction of deficits in the physical appearance of mentally retarded people. Dissertation Abstracts International, 1975 (Mar.), 35(9-A), 5974-5975.

See Mental Retardation.

Simon, E.P., & Gillman, A.E. Mainstreaming visually handicapped preschoolers. Exceptional Children, 1979, 45(6), 463-464.

See Visual Impairment.

Simon, E.P., & Gillman, A.E. Mainstreaming visually handicapped preschoolers. International Journal of Rehabilitation Research, 1979, 2(4), 524-525.

See Visual Impairment.

Simpson, R.L.; Parrish, N.E.; & Cook, J.J. Modification of attitudes of regular class children towards the handicapped for the purpose of achieving integration. Contemporary Educational Psychology, 1976, 1(1), 46-51.

See Attitudes of Children/Adolescents.

Singleton, K.W. Creating positive attitudes and expectations of regular classroom teachers toward mainstreaming educationally handicapped children: A comparison of two inservice methods. Dissertation Abstracts International, 1977(Jul.), 38(1-A), 186-187.

See Learning Disabilities.

Smith, H.C., & Hershenson, D.B. Attitude impact of vocational rehabilitation and psychotherapy on Black poverty clients. Journal of Applied Rehabilitation Counseling, 1977, 8(1), 33-38.

See Attitudes of Disabled Persons.

Spreen, O. Attitudes toward mental retardation and attitude change: An experimental study. Zeitschrift für Experimentelle und Angewandte Psychologie, 1977, 24(2), 303-323.

See Mental Illness.

Stefani, D. Attitudes toward mental illness. (Span.) Revista de Psicologia General y Aplicada, 1976, 31(139), 211-234.

See Mental Illness.

Sternlicht, M. Variables affecting foster care placement of institutionalized retarded residents. Mental Retardation, 1978, 16(1), 25-28.

See Mental Retardation.

SPECIFIC INTERVENTION STRATEGIES/PROGRAMS (Cont.)

Stockton, M.D. Attitudinal and behavioral change associated with psychiatric attendant training. Dissertation Abstracts International, 1976(Jul.), 37 (1-B), 480.

See Mental Illness.

Stokes, B.M. Helping parents to accept. Child Care, Health & Development, 1976, 2(1), 29-33.

See Mental Retardation.

Straus, A. Changing attitudes toward blindness: A role-playing demonstration for service clubs. New Outlook for the Blind, 1975, 69(9), 407-409.

See Visual Impairment.

Supple, R.V. What the social studies can do for the special child. Early Years, 1976, 7(2), 38-40.

See Attitudes of Disabled Persons.

Thams, G.M. The effects of a professional development seminar on the attitudes, knowledge, and behavioral strategies of counselors toward handicapped students. Dissertation Abstracts International, 1975(Nov.), 36(5-A), 2651.

See Attitudes of Educational Professionals.

Trainor, M.A. Acceptance of ostomy and the visitor role in a self-help group for ostomy patients. Unpublished abstract of a dissertation. Washington, DC: Georgetown University School of Nursing, 1980.

See Other Disabilities.

Tyler, N.B., & Kogan, K.L. Reduction of stress between mothers and their handicapped children. The American Journal of Occupational Therapy, 1977, 31(3), 151-155.

See Attitudes of Family Members.

Vacher, C.D. Changes in knowledge, attitudes, and skills as a function of mental health consultation to physicians. Dissertation Abstracts International, 1975(Jun.), 35(12-B, Pt. 1), 6120.

See Mental Illness.

Vernon, M., & Athey, J. The Holcomb Plan: A creative approach to mainstreaming deaf and hard of hearing children. Instructor, 1977, 86(5), 136-137.

See Hearing Impairment.

SPECIFIC INTERVENTION STRATEGIES/PROGRAMS (Cont.)

Vicente, A.R. Law enforcement student attitudes toward handicapped children. Dissertation Abstracts International, 1975(Jan.), 35(7-A), 4291.

See Attitudes of Legal/Law Enforcement Professionals.

Vogel, H.D. A follow-up study of former student-patients at the Crippled Children's Hospital and School, Sioux Falls, South Dakota. Dissertation Abstracts International, 1975(Mar.), 35(9-A), 5975.

See Cerebral Palsy.

Wehman, P.H. Toward a social skills curriculum for developmentally disabled clients in vocational settings. Rehabilitation Literature, 1975, 36(11), 342-348.

See Mental Retardation.

West, J.M. Evaluation of attitudinal changes and results of a generic special education experimental study with Black teachers. Dissertation Abstracts International, 1977(Jan.), 37(7-A), 4292.

See Hearing Impairment.

Westervelt, V.D., & McKinney, J.D. Effects of a film on nonhandicapped children's attitudes toward handicapped children. Exceptional Children, 1980, 46(4), 294-296.

See Mobility Impairment.

Wright, B.A. Sensitizing outsiders to the position of the insider. Rehabilitation Psychology, 1975, 22(2), 129-135.

See Attitudes of Rehabilitation/Social Work Professionals.

Yuker, H.E. Public attitudes towards Americans with disabilities -- What should be done. IYDP Report, 1980(Aug./Sep.), 7.

See Attitudes of the General Public.

Zigler, E., & Muenchow, S. Mainstreaming: The proof is in the implementation. American Psychologist, 1979, 34(10), 993-996.

See Attitudes of Educational Professionals.

Zuckerman, R.A. Changes in knowledge and attitudes as a result of participation in a teacher education game on the labelling of handicapped children. Dissertation Abstracts International, 1976(Mar.), 36(9-A), 6031-6032.

See Attitudes of Educational Professionals.

THEORIES RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE

Arlin, M. Causal priority of social desirability over self-concept: A cross-lagged correlation analysis. *Journal of Personality and Social Psychology*, 1976, *33*(3), 267-272.

See *Attitudes of Children/Adolescents*.

Ashmore, R.D. Background considerations in developing strategies for changing attitudes and behavior toward the mentally retarded. In M.J. Begab & S.A. Richardson (Eds.), *The mentally retarded and society: A social science perspective*. Baltimore, MD: University Park Press, 1975, 159-174.

See *Mental Retardation*.

Baldwin, N.F. Locus of evaluation and adjustment to experimentally induced failure and success among disabled adolescents. *Archives of Physical Medicine & Rehabilitation*, 1976, *57*(3), 109-113.

See *Attitudes of Disabled Persons*.

Bettman, J.R.; Capon, N.; & Lutz, R.J. Multiattribute measurement models and multiattribute attitude theory: A test of construct validity. *Journal of Consumer Research*, 1975, *1*(4), 1-15.

Makes a distinction between the multiattribute attitude model as a measurement device and as a theory of attitude formation and change. An analysis of variance paradigm was used with 72 undergraduates to investigate the underlying multiplicative and summative assumptions. M. Fishbein's (1963) multiattribute theory demonstrated reasonably high construct validity. Individual differences in attribute combination rules are identified, and the issue of cognitive averaging versus cognitive summation is raised. (Journal abstract) (PA)

Berger, C.C., & Zil, J.S. Semantic principles in societal reaction theory from somatic disability experience. *Corrective and Social Psychiatry Journal*, 1980, *26*(1).

See *Cerebral Palsy*.

Boone, S.E.; Roessler, R.T.; & Cooper, P.G. Hope and manifest anxiety: Motivational dynamics of acceptance of disability. *Journal of Counseling Psychology*, 1978, *25*(6), 551-556.

See *Attitudes of Disabled Persons*.

Brockner, J., & Swap, W.C. Effects of repeated exposure and attitudinal similarity on self-disclosure and interpersonal attraction. *Journal of Personality & Social Psychology*, 1976, *33*(5), 531-540.

See *Attitudes of the General Public*.

THEORIES RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE (Cont.)

Bruck, B., & May, T. Correlates and indicators of burn-out in mental health workers. Summary of paper presented at the American Psychological Association annual meeting, Sep. 1979, New York, NY.

See *Attitudes of Medical/Mental Health Professionals*.

Bulman, R.J., & Wortman, C.B. Attributions of blame and coping in the "real world": Severe accident victims react to their lot. *Journal of Personality and Social Psychology*, 1977, *35*(5), 351-363.

See *Mobility Impairment*.

Campbell, J.D. Illness is a point of view: The development of children's concepts of illness. *Nursing Digest*, 1976, *4*(3), 56-59.

See *Attitudes of Children/Adolescents*.

Carver, C.S.; Glass, D.C.; & Katz, I. Favorable evaluations of Blacks and the handicapped: Positive prejudice, unconscious denial, or social desirability. *Journal of Applied Social Psychology*, 1978, *8*(2), 97-106.

See *Attitudes of the General Public*.

Casparis, C. Personality characteristics under the influence of labeling and reference group effects: A reinterpretation. (Germ.) *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 1978, *10*(3), 265-268.

See *Mental Retardation*.

Cooke, T.P.; Apolloni, T.; & Shores, R.E. Developing affective behavior in exceptional children: A call for an integration of theoretical perspectives. *Psychiatric Forum*, 1976, *6*(1), 35-44.

See *Attitudes of Medical/Mental Health Professionals*.

Coven, A.B. The Gestalt approach to rehabilitation of the whole person. *Journal of Applied Rehabilitation Counseling*, 1978, *9*(4), 143-147.

See *Attitudes of Disabled Persons*.

Cowen, G., & Inskeep, R. Commitments to help among the disabled-disadvantaged. *Personality and Social Psychology Bulletin*, 1978, *4*(1), 92-96.

A testing of the effectiveness of exchange theory in explaining helping behavior among former rehabilitation clients. Former clients were asked to share information about their school with present clients. Experimental design included high reward/low reward (stated satisfaction at helping others prior to experimental manipulation), high cost/low cost (very time-consuming or not very time-consuming), and high dependency/low dependency (subject was led to believe that he/she was or was not the only one who could help). Results supported the predictions of exchange theory. Subjects were more willing to help when rewards were high and costs were low than when rewards were low and costs were high. In addition, subjects were more willing to help in a high dependency condition than in one involving a low degree of dependency. Implications for voluntary help among disabled persons are discussed.

Cumming, D.B. Maladjustment among the physically disabled: A test of the social-rejection and role-conflict hypotheses. Dissertation Abstracts International, 1978(Apr.), 38(10-B), 5090.

See Attitudes of Disabled Persons.

Daniels, L.K. Covert reinforcement and hypnosis in modification of attitudes toward physically disabled persons and generalization to the emotionally disturbed. Psychological Reports, 1976, 38(2), 554.

See Attitudes of the General Public.

Deegan, M.J. Depression and physical rehabilitation. Journal of Sociology & Social Welfare, 1977, 4(6), 945-954.

See Attitudes of Disabled Persons.

Deegan, M.J. The nonverbal communication of the physically handicapped. Journal of Sociology & Social Welfare, 1977, 4(5), 735-748.

See Attitudes of the General Public.

Dembo, T.; Leviton, G.L.; & Wright, B.A. Adjustment to misfortune: A problem of social-psychological rehabilitation. Rehabilitation Psychology, 1975, 22(1), 100 p.

See Attitudes of Disabled Persons.

Deri, P.C. Causal attribution of success and failure in disabled and nondisabled 13-15 year olds. Dissertation Abstracts International, 1979(Jun.), 39(12-B), 6192.

See Attitudes of Disabled Persons.

Dion, K.L., & Earn, B.M. The phenomenology of being a target of prejudice. Journal of Personality & Social Psychology, 1975, 32(5), 944-950.

A study which investigated the effects of perceived prejudice upon affect and self-evaluation. The reactions of Jewish people to failure in an interpersonal situation were studied. The article does not related specifically to disability, but may be applicable to disability stereotyping.

THEORIES RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE (Cont.)

Dweck, C.S. The role of expectations and attributions in the alleviation of learned helplessness. *Journal of Personality and Social Psychology*, 1975, *31*(4), 674-685.

An investigation to determine whether changing attributions for failure would enable learned helpless children to deal more effectively with failure in an experimental problem-solving situation. Two training procedures were utilized: one involving success only experiences, the other incorporating failure as part of the learning situation. The subjects receiving the latter treatment maintained or improved their performance.

Evans, J.H. Changing attitudes toward disabled persons: An experimental study. *Rehabilitation Counseling Bulletin*, 1976, *19*(4), 572-579.

See *Attitudes of the General Public*.

Evans, J.H. Changing attitudes toward persons with disabilities: An experimental study. *Dissertation Abstracts International*, 1975(Aug.), *36*(2-B), 971.

See *Attitudes of the General Public*.

Farina, A.; Fisher, J.D.; Getter, H.; & Fischer, E.H. Some consequences of changing people's views regarding the nature of mental illness. *Journal of Abnormal Psychology*, 1978, *87*(2), 272-279.

See *Mental Illness*.

Finkelstein, V. *Attitudes and disabled people: Issues for discussion*. New York: World Rehabilitation Fund, Inc., 1979.

See *Attitudes of Rehabilitation/Social Work Professionals*.

Fishbein, M., & Ajzen, I. *Belief, attitude, intention, and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley, 1975.

A book which presents a conceptual framework that can be applied to the diverse literature on attitudes. The authors conclude that attitudinal findings are neither inconsistent nor inconclusive.

Fraser, B.C. The meaning of handicap in children. *Child Care, Health & Development*, 1980, *6*(2), 83-91.

See *Attitudes of the General Public*.

Gilbert, L.A. Situational factors and the relationship between locus of control and psychological adjustment. *Journal of Counseling Psychology*, 1976, *23*(4), 302-309.

"A model of psychological adjustment was tested in which increased internality for some groups of college students occurs as a result of regaining control over stressful environmental events as opposed to learning a different generalized perception of their world." (Abstract) Differences between clients and nonclients are noted and discussed.

Goethals, G.R., & Cooper, J. When dissonance is reduced: The timing of self-justificatory attitude change. Journal of Personality and Social Psychology, 1975, 32(2), 361-367.

"Hypotheses were tested regarding the timing of self-justificatory attitude change following forced compliance." (Journal abstract) This article is not related specifically to disability.

Gottlieb, J. Improving attitudes toward retarded children by using group discussion. Exceptional Children, 1980, 47(2), 106-111.

See Mental Retardation.

Grush, J.E. Attitude formation and mere exposure phenomena: A nonartifactual explanation of empirical findings. Journal of Personality and Social Psychology, 1976, 33(3), 281-290.

"Infrequent positive (E+) and negative (E-) words were used as stimuli in exposure experiments. Increased exposure led E+ words to become more positive and E- words to become more negative... The findings were predicted from an attitude formation process that was based on Fishbein's attitude model... It was concluded that... the attitude formation process can potentially reconcile inconsistent findings in the literature." (Journal abstract) This article is not related specifically to disability.

Hardee, B.B. Interpersonal distance, eye contact, and stigmatization: A test of the equilibrium model. Dissertation Abstracts International, 1976 (Oct.), 37(4-B), 1970-1971.

See Mobility Impairment.

Heberlein, T.A., & Black, J.S. Attitudinal specificity and the prediction of behavior in a field setting. Journal of Personality and Social Psychology, 1976, 33(4), 474-479.

"The hypothesis that specific attitudes are more highly correlated with behavior than general attitudes was tested in a field setting." (Journal abstract) Subjects were gasoline customers of a major oil company. The results supported the hypothesis. Instruments used were eight short attitude scales which were constructed and ranked empirically into four levels of specificity. This article does not relate specifically to disability.

Henry, D.P. Valuing processes and attitudes toward disabled persons: A theoretical and empirical study. Dissertation Abstracts International, 1977 (Aug.), 38(2-B), 960-961.

See Attitudes of the General Public.

THEORIES RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE (Cont.)

Hobbs, G. The influence of counterattitudinal acting on the attitudes of actors. The Speech Teacher, 1975, 24(4), 328-334.

"The basic question of this study is, does significant attitude change take place in an actor when he protrays a character in a scripted play or monologue?" (p. 329) Results indicate that attitude change occurred as a result of playing a role. This article is not specifically related to disability, but results may be applicable to disability intervention methods.

Hooker, C.E. Learned helplessness. Social Work, 1976, 21(3), 194-198.

Describes a learned helplessness model which holds that learned helplessness occurs when an individual believes that he or she is unable to control the outcome of events. This cognitive disturbance gives rise to the motivational and emotional aspects of learned helplessness. It is maintained that in a crisis situation, prompt, effective intervention is essential to the prevention of more serious impairment. Emphasis at this stage should be on using and enhancing the cognitive process of the affected individual. Techniques that the social worker can use to prevent learned helplessness are described. (M. Ellison-Pounsel) (PA)

Hyman, M.D. Social psychological factors affecting disability among ambulatory patients. Journal of Chronic Diseases, 1975, 28(4), 199-216.

A study which investigates the psychosocial aspects of role performance by ambulatory outpatients with mild chronic illness. "These findings indicate that social psychological variables play an important part in determining the degree to which the mild, incipient or suspected chronic illness... becomes translated into reduced role performance..." (p. 215) The authors suggest increased integration of social psychological factors in the treatment of patients.

Jackson, J.D.; Smith, M.C.; & Liao, W.C. Validation of sick role rights for mental illness. Psychological Reports, 1978, 43(2), 426.

See Mental Illness.

Johnson, B.L., & Kilmann, P.T. The relationship between recalled parental attitudes and internal-external control. Journal of Clinical Psychology, 1975, 31(1), 40-42.

A study involving 80 university undergraduates which compared individual locus of control (a personality dimension that involves an individual's perceived control over events in his/her life) with maternal and paternal child-rearing attitudes. The results indicated that maternal child-rearing attitudes of over-protectiveness and restrictiveness were related to an external orientation (i.e., "rewards and reinforcements occur on a chance basis, are due to fate or luck; or are controlled by something or someone else," p. 40). Although the article does not relate specifically to disability, it has possible applicability to over-protection and restrictiveness of disabled children. Measures used were the Family Relations Inventory and the Rotter Locus of Control scale.

THEORIES RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE (Cont.)

Katz, S.; Shurka, E.; & Florian, V. The relationship between physical disability, social perception and psychological stress. *Scandinavian Journal of Rehabilitation Medicine*, 1978, *10*(3), 109-113.

See Attitudes of Disabled Persons.

Kinder, D.R.; Smith, T.; & Gerard, H.B. The attitude-labeling process outside of the laboratory. *Journal of Personality and Social Psychology*, 1976, *33*(4), 488-491.

"An extension of the Ostrom and Upshaw perspective model of attitudes was examined using data from a survey of student opinion [political]. The authors call for a model of attitudes that is more generally applicable to the real world. A proposed additional dimension, milieu embeddedness, was considered as a corrective factor in the model and as an explanation for the model's disconfirmation in our results." (Journal abstract) The instrument used in this study was a survey consisting of 207 items, many of which were topical political attitude questions. This article does not deal specifically with disability.

Klimasinski, K. Personality traits and attitudes towards disabled persons. (Polh.) *Przeglad Psychologiczny*, 1976, *19*(1), 71-84.

See Attitudes of the General Public.

Krieger, G.W. Loss and grief in rehabilitation counseling of the severely traumatically disabled. *Journal of Applied Rehabilitation Counseling*, 1977, *7*(4), 223-227.

See Attitudes of Disabled Persons.

Langer, E.J.; Fiske, S.; Taylor, S.E.; & Chanowitz, B. Stigma, staring, and discomfort: A novel-stimulus hypothesis. *Journal of Experimental Social Psychology*, 1976, *12*(5), 451-463.

See Attitudes of the General Public.

Lazar, A.L.; Haughton, D.; & Orpet, R. A study of attitude acceptance and social adjustment. *Behavioral Disorders*, 1977, *2*(2), 85-88.

See Attitudes of the General Public.

Leonard, R.L. Self-concept and attraction for similar and dissimilar others. *Journal of Personality and Social Psychology*, 1975, *31*(5), 926-929.

A study in which the following hypothesis was tested and confirmed: persons with favorable self-concepts were more attracted to people with similar attitudes than to others with dissimilar attitudes. People holding negative self-concepts did not show a preference for people similar to them. This article does not relate specifically to disability.

THEORIES RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE (Cont.)

Levitin, T.E. Deviants as active participants in the labeling process: The visibly handicapped. *Social Problems*, 1975, *22*(4), 548-557.

See *Attitudes of Disabled Persons*.

Maas, E. Children's understanding of emotionally, mentally, and physically handicapped behaviors and related mental health concepts: A developmental study. *Dissertation Abstracts International*, 1977(Jul.), *38*(1-B), 368-369.

See *Mental Illness*.

Marcus, L.M. Patterns of coping in families of psychotic children. *American Journal of Orthopsychiatry*, 1977, *47*(3), 388-399.

See *Mental Illness*.

Maxwell, R.J. Doomed status: Observations on the segregation of impaired old people. *Psychiatric Quarterly*, 1979, *51*(1), 3-14.

See *Attitudes of Medical/Mental Health Professionals*.

Mayadas, N.S., & Duehn, W.D. The impact of significant adults' expectations on the life style of visually impaired children. *New Outlook for the Blind*, 1976, *70*(7), 286-290.

See *Visual Impairment*.

Murphy, S.T. Vocational rehabilitation counseling and advocacy: An analysis of dissonant concepts. *Rehabilitation Literature*, 1980, *41*(1-2), 2-10.

See *Attitudes of Rehabilitation/Social Work Professionals*.

Musgrove, F. A home for the disabled: Marginality and reality. *British Journal of Sociology*, 1976, *27*(4), 444-460.

See *Attitudes of Disabled Persons*.

Nathanson, C.A. Illness and the feminine role: A theoretical review. *Nursing Digest*, 1976, *4*(3), 74-79.

See *Attitudes of the General Public*.

O'Keefe, A.M. Perceptions of the mentally ill and their treatment: Toward meaningful social policy. *Dissertation Abstracts International*, 1978(May), *38*(11-B), 5583.

See *Mental Illness*.

Pancer, S.M.; Adams, D.A.; Mollard, D.; Solsberg, D.; & Tammen, L. Perceived distinctiveness of the handicapped. *Journal of Social Psychology*, 1979, *108*(2), 275-276.

See *Attitudes of the General Public*.

THEORIES RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE (Cont.)

Pepper, G.A. The person with a spinal cord injury: Psychological care. *American Journal of Nursing*, 1977, *77*(8), 1330-1336.

See *Mobility Impairment*.

Radtke, F.A. What, then, is mercy? A descriptive study of the attitudes of Western society toward mentally retarded people with philosophical, psychological and theological implications. *Dissertation Abstracts International*, 1975(Dec.), *36*(6-A), 3568.

See *Mental Retardation*.

Rappaport, E.A. Notes on blindness and omniscience: From Oedipus to Hitler. *Psychoanalytic Review*, 1976, *63*(2), 281-289.

See *Visual Impairment*.

Rappaport, M.M., & Rappaport, H. The other half of the expectancy equation: Pygmalian. *Journal of Educational Psychology*, 1975, *67*(4), 531-536.

An article which stresses that resources should be utilized to prepare for a potentially hostile world, rather than to attempt to change attitudes and create an optimal environment.

Rheinberg, F., & Krug, S. Reference group change: Acceptance of a stigma or new comparison standard for self evaluation? Reply to Casparis. (Germ.) *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 1978, *10*(3), 269-273.

See *Attitudes of Disabled Persons*.

Rokeach, M. Long-term value change initiated by computer feedback. *Journal of Personality and Social Psychology*, 1975, *32*(3), 467-476.

A study which sought to determine whether value change can be induced by a computer instead of a human agent and whether value change will occur even when target values are not preselected for experimental treatment. Value change did occur in the experimental group. The Rokeach Value Survey was used.

Rosenbaum, M., & Raz, D. Denial, locus of control and depression among physically disabled and nondisabled men. *Journal of Clinical Psychology*, 1977, *33*(3), 672-676.

See *Attitudes of Disabled Persons*.

Samerotte, G.C., & Harris, M.B. Some factors influencing helping: The effects of a handicap, responsibility, and requesting help. *The Journal of Social Psychology*, 1976, *98*, 39-45.

See *Attitudes of the General Public*.

THEORIES RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE (Cont.)

Schlenker, B.R., & Schlenker, P.A. Reactions following counterattitudinal behavior which produces positive consequences. Journal of Personality and Social Psychology, 1975, 31(5), 962-971.

"It was hypothesized that attitude change following a counterattitudinal behavior which produces important positive consequences would be inversely related to the amount of responsibility which could be attributed to the individual for the action." (Journal abstract)

Setzer, G.W. Newspaper reports on mental retardation: Their implications for normalization. Dissertation Abstracts International, 1977(Aug.), 38(2-A), 733.

See Mental Retardation.

Shaffer, D.R. Some effects of consonant and dissonant attitudinal advocacy on initial attitude salience and attitude change. Journal of Personality and Social Psychology, 1975, 32(1), 160-168.

"The present experiment provides a test of contrasting predictions derived from Bem's self-perception theory and Festinger's cognitive dissonance theory... The results failed to support the self-perception predictions but were generally consistent with dissonance theory." (Journal abstract) This article is not related specifically to disability.

Shaffer, D.R. Some effects of initial attitude importance on attitude change. The Journal of Social Psychology, 1975, 97, 279-288.

A study dealing with Festinger's cognitive dissonance theory and Bem's self-perception theory in which 20 students wrote counterattitudinal essays. Subjects with important initial attitudes showed less attitude change after the counterattitudinal essays than did subjects holding moderately important initial attitudes.

Shontz, F.C. Psychological adjustment to physical disability: Trends in theories. Archives of Physical Medicine & Rehabilitation, 1978(Jun.), 59, 251-254.

See Attitudes of Disabled Persons.

Sieffert, A. Parents' initial reactions to having a mentally retarded child: A concept and model for social workers. Clinical Social Work Journal, 1978, 6(1), 33-43.

See Mental Retardation.

Sieradzki, M. The disabled in a social milieu. (Polh.) Studia Socjologiczne, 1977, 1(64), 267-289.

See Attitudes of the General Public.

THEORIES RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE (Cont.)

Siperstein, G.N.; Bak, J.J.; & Gottlieb, J. Effects of group discussion on children's attitudes toward handicapped peers. *Journal of Educational Research*, 1977, *70*(3), 131-134.

See *Attitudes of Children/Adolescents.*

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Stubbins, J. A review of Vic Finkelstein's *Changing attitudes and disabled people: Issues for discussion*. Paper presented at the World Rehabilitation Fund, Inc., seminar, Sep. 5-6, 1979, New York, NY.

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Taylor, S.E. On inferring one's attitudes from one's behavior: Some delimiting conditions. *Journal of Personality and Social Psychology*, 1975, *31*(1), 126-131.

A study which was designed to determine some conditions under which people infer their attitudes directly from their behavior.

Taylor, S.E., & Koivumaki, J.H. The perception of self and others: Acquaintanceship, affect, and actor-observer differences. *Journal of Personality and Social Psychology*, 1976, *33*(4), 403-408.

"Three studies were designed to examine how people perceive themselves versus others. The main finding was that people were seen as causing positive behaviors, and situational factors were regarded as causing negative behaviors (positivity effect). This positivity effect was found to operate most strongly for perceptions of intimate others, such as spouse and friends, and less strongly for strangers and liked and disliked acquaintances." (Journal abstract) Instruments used in these studies were behavioral questionnaires and a list of 30 adjectives selected from Anderson's list. This article does not deal specifically with disability.

Thomas, K. The relationship between attitudes and beliefs: Comments on Smith and Clark's classification of belief type and predictive value. *Journal of Personality and Social Psychology*, 1975, *32*(4), 748-751.

"This article discusses a recent study by Smith and Clark, which attempted to show how each variable in the central equation of Fishbein's attitude

THEORIES RELATED TO ATTITUDINAL DEVELOPMENT AND CHANGE (Cont.)

theory contributed to the prediction of attitude, and which derived a classification of attributes and their predictive value." (Journal abstract) Thomas criticizes the Smith and Clark study and, in the conclusion, notes that more attention must be given to the choice of salient items by the user of this form of attitude measurement. This article is not related specifically to disability.

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Zucker, S.H., & Meyen, E.L. Attitudinal stability of teachers of exceptional children. The Journal of Experimental Education, 1975, 43(3), 94-96.

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Altshuler, K.Z., et al. Impulsivity and profound early deafness: A cross cultural inquiry. American Annals of the Deaf, 1976, 121(3), 331-345.

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Antonak, R.F. Psychometric analysis of the Attitude Toward Disabled Persons Scale, Form O. Rehabilitation Counseling Bulletin, 1980, 23(3), 169-176.

A psychometric assessment of the reliability and validity of Form O of the Attitudes Toward Disabled Persons Scale. The author presents a convincing argument that the social changes that have occurred since the development of the ATDP scale may have made it a less accurate measurement of attitudes. His results, based on a statistical analysis of responses by 326 subjects, supports his contention. He concludes the article by suggesting ways in which the scale can be altered to produce more reliable and valid results.

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Backer, T.E. New directions in rehabilitation outcome measurement. Washington, DC: Institute for Research Utilization, 1977.

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